
2000-2001 CATALOG OF COURSES

NATIONAL FIRE ACADEMY



UNITED STATES FIRE ADMINISTRATION

RESIDENT PROGRAMS

	R123 – Exec. Dev.	R125 - Exec. Lead.	R130 – SMOG	R810 – L & A (VIP)	R107 – FSC	R331 – OTP	R332 – IPDFSO	R150 – MEMS	R151 – ALIEMS	R247 – ALSRHMI	R152 – EMS:SO	R306 – EAFSOEM	R304 – CCMAI	R308 – CCNM	R314 – CCTH	R801 – CCJO	R333 – FFSM	R506 – EP	R499 – NFIRS	R802 – FSPC21stC	R229 – HMOSP	R243- -HMIM	R205 – FAI	R811 – FCDCO	R207 – MAPC	R101 – Code Mgmt.	R225 – MFPP	R309 – SACRR	R220 – FIP	R222 – PFPSS	R102 – Plans Rev.	R116 – PEPEP	R352 – DFLSS	R343 – CEL	R816 - CEL: VIP	R114 – FSCD	R342 – TPM	R815 – CLTO: VIP	R817 – ERT:IM		
Audience:																																									
Chief of dept./Head of organization	X	X	X		1	1	1		X		X	X	X	X	X	X	X	X		X		X			X	X	X	X	X											X	
Chief Officer/Manager of Division, Battalion, Bureau or Administrative Operation Functions	X	X	X		1	1	1		X		X	X	X	X	X	X	X	X		X		X		X	X	X	X	X	X	X	X									X	
Command Officer					1	1	1				X	X	X	X	X	X	X	X				X																			
Administrative staff function officer				X	1	1	1					X	X	X	X	X	X	X		X							X	X												X	
Fire Marshal/Fire official	X	X	X		1	1	1					X								X			X		X															X	
Incident Commander					1	1	1				X	X	X	X	X	X						X				X	X	X	X				2	2	2					X	
Company Level Officer					1	1	1	X			X		X		X	X								X					X	X	X		2			2					
Management/Planning Responsibility					1	1	1		X		X						X	X		X																					
Project Manager					1	1	1										X	X		X																					
Administration of Organization Budget					1	1	1										X																								
Management of EMS Delivery System					1	1	1	X	X	X	X	X		X	X		X																								
Managers of NFIRS Program					1	1	1													X																					
Emergency Management Personnel					1	1	1	X	X		X	X		X	X																										
Management/Supervision of Arson Prevention & Control					1	1	1																		X																
Manager of Fire Prevention Program					1	1	1					X															X	X	X		X	X	2	2	2	2					
Manager of Training Function/Program					1	1	1					X	X	X	X	X																									
Manager/Administrator of Code Enforcement or Fire Safety Inspection Function					1	1	1																							X	X	X	2	2	2	2					
Volunteer Fire Chief	X	X	X	X	1	1	1		X		X	X	X	X	X	X	X	X		X		X		X				X											X	X	
Volunteer Chief Officer	X	X	X	X	1	1	1				X	X	X	X	X	X				X		X		X				X												X	X
Volunteer Fire Officer					1	1	1				X														X				X												
Volunteer Operational/Administration Officer					1	1	1				X	X		X	X		X	X		X								X												X	
Volunteer Community Public Safety Educator					1	1	1																					X													X
Advanced Life Support, EMS Function					1	1	1	X	X	X	X																	X													
Hazardous Materials Technician/Specialist					1	1	1															X																			
Safety Officer					1	1	1					X	X	X	X	X																									
Training Officer					1	1	1	X	X		X	X	X	X	X	X				X																					
Fire Arson Investigation (Fire Investigator or law enforcement)					1	1	1																X		X																
District Attorney's staff					1	1	1																X		X																
Fire Origin and Cause Investigator					1	1	1																X																		
Building Official					1	1	1																																		
Code Enforcement Inspector					1	1	1																				X	X	X	X	X	X									
Fire or Building Code Plan Review Function					1	1	1																																		
Community Public Safety Educator					1	1	1																						X						X	X	X	X			
Coordinator of Public Community Education Function					1	1	1																						X						X	X	X	X			
Course Design/Development Responsibilities					1	1	1																					X										X	X		
Members of Fire Prevention Committees																																									

Please refer to the complete course description located within this catalog for detailed target audiences.

Legend

1 = The Management Science Curriculum is unique in that the target audience is based on competencies, not job position. Anyone from first-line supervisor to chief executive officer in all functional areas, in addition to those in staff assignments, can benefit from this curriculum by increasing their managerial and administrative knowledge, skill, and ability.

2 = Many fire prevention personnel and company officers also have responsibilities for planning, teaching, and evaluating public education programs in the community. Primary target audiences contain an "X" for public education and prevention programs.

USFA Mission Statement



The mission of FEMA is to reduce the loss of life and property and protect our institutions from all hazards by leading and supporting the Nation in a comprehensive, risk-based emergency management program of mitigation, preparedness, response, and recovery.

As an entity of the Federal Emergency Management Agency (FEMA), the mission of the United States Fire Administration (USFA) is to reduce life and economic losses due to fire and related emergencies, through leadership, advocacy, coordination, and support. We serve the Nation independently, in coordination with Federal agencies, and in partnership with fire protection and emergency service communities. With a commitment to excellence, we provide public education, training, technology, and data initiatives.

Public Education	Develops and delivers fire prevention and safety education programs in partnership with other Federal agencies, the fire and emergency response community, the media, and safety interest groups.
Training	Promotes the professional development of the fire and the emergency response community and its allied professionals. To supplement and support State and local fire service training programs, the National Fire Academy (NFA) develops and delivers educational and training courses having a national focus.
Technology	Works with public and private groups to promote and improve fire prevention and life safety through research, testing, and evaluation. Generates and distributes research and special studies on fire detection, suppression, and notification systems, and on fire and emergency responder health and safety.
Data	Assists State and local entities in collecting, analyzing, and disseminating data on the occurrence, the control, and the consequences of all types of fires. The National Fire Data Center describes the Nation's fire problem; proposes possible solutions and national priorities; monitors resulting programs; and provides information to the public and fire organizations.

Message from the Chief Operating Officer

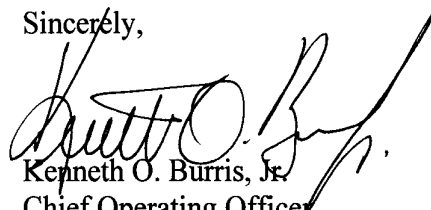
Fire and its effects on life and property continue to be a challenge for this Nation. In this new millenium, the U.S. Fire Administration (USFA) is poised to have a significant impact on the fire problem of the United States.

Providing quality training and education programs to the fire and emergency services personnel in this country remains a high priority of the USFA. I congratulate you for taking the initiative to keep yourself informed and better prepared for emergency situations. I encourage you to look through this catalog carefully and select the program that will assist you in meeting the needs of the community in which you serve.

Many of these training programs are directly related to the high profile *Project Impact* initiative of our Federal Emergency Management Agency Director, James Lee Witt. You will notice the Project Impact symbol throughout this catalog indicating those courses which are directly related to the *Project Impact* initiative. *Project Impact* helps communities protect themselves from the devastating effects of natural disasters by taking actions that dramatically reduce disruption and loss. The USFA supports this approach to emergency management by providing training programs that include approaches to moving communities and emergency responders from a response and recovery mode to an emphasis on preparedness and disaster management.

I look forward to your participation in upcoming National Fire Academy programs.

Sincerely,

A handwritten signature in black ink, appearing to read "Kenneth O. Burris, Jr.", is written over the typed name.

Kenneth O. Burris, Jr.
Chief Operating Officer
U.S. Fire Administration

FOREWORD

As a result of the landmark document *America Burning: The Report of the National Commission on Fire Prevention and Control*, Public Law 93-498, The Federal Fire Prevention and Control Act of 1974, was signed into law on October 29, 1974. With the passage of PL93-498, the United States Fire Administration and its delivery arm, the National Fire Academy, were created.

It is estimated that, since 1975, over 1,400,000 students have received training through a variety of course delivery methods. The American public has greatly benefited from the training and education programs provided by the United States Fire Administration and the National Fire Academy. Countless lives have been saved and property losses prevented as a direct result of this training and education.

The National Fire Academy is internationally renowned for its outstanding programs presented at its residential facility and through outreach efforts with its State and local partners.

TABLE OF CONTENTS

	Page
USFA MISSION STATEMENT	
MESSAGE FROM THE CHIEF OPERATING OFFICER	
FOREWORD	
THE FEDERAL EMERGENCY MANAGEMENT AGENCY	1
THE UNITED STATES FIRE ADMINISTRATION.....	3
THE NATIONAL FIRE ACADEMY	5
Board of Visitors	5
The Campus and Facilities	6
Map of Campus	7
GENERAL INFORMATION	9
Eligibility	9
Application Procedures	9
Costs and Stipends.....	10
Transportation and Parking.....	10
Lodging and Food Service	11
Registration	11
NFA Policies	11
Foreign Applicants	12
Course Coding.....	12
COLLEGE CREDIT FOR NFA COURSES	13
EVALUATION OF NFA COURSES.....	15
COURSE DESCRIPTIONS--ON-CAMPUS PROGRAMS AND COURSES	
Volunteer Incentive Programs	17
Executive Fire Officer Program	17
Thirteenth Executive Fire Officer Program Graduate Symposium.....	21
Harvard Fire Executive Fellowship Program	21
Executive Development Curriculum	22
Executive Development (R123)	22
Executive Leadership (R125).....	22
Strategic Management of Change (R130)	22
Leadership and Administration (R810).....	23
Management Science Curriculum	23
Fire Service Communication (R107)	23
Organizational Theory in Practice (R331).....	24
Interpersonal Dynamics in Fire Service Organizations (R332)	24
Emergency Medical Services Curriculum.....	25
Management of Emergency Medical Services (R150).....	25
Advanced Leadership Issues in Emergency Medical Services (R151)	25
Advanced Life Support Response to Hazardous Materials Incidents (R247).....	25
Emergency Medical Services: Special Operations (R152).....	26
Incident Management Curriculum	26
Executive Analysis of Fire Service Operations in Emergency Management (R306).....	26
Command and Control of Fire Department Operations at Multi-Alarm Incidents (R304).....	27
Command and Control of Fire Department Operations at Natural and Man-Made Disasters (R308)	27
Command and Control of Fire Department Operations at Target Hazards (R314).....	28
Command and Control of Incident Operations (R801)	28
Planning and Information Management Curriculum.....	29
Fire Service Financial Management (R333).....	29
Executive Planning (R506)	29
National Fire Incident Reporting System (NFIRS) Program Management (R499)	29
Fire Service Planning Concepts for the 21st Century (R802).....	29

Hazardous Materials Curriculum	30
Hazardous Materials Operating Site Practices (R229).....	30
Hazardous Materials Incident Management (R243) (R814).....	30
Arson Curriculum	31
Fire/Arson Investigation (R205).....	31
Fire Cause Determination for Company Officers (R811).....	32
Management for Arson Prevention and Control (R207).....	32
Initial Fire Investigation Regional Delivery.....	32
Fire Prevention: Management Curriculum	33
Code Management: A Systems Approach (R101).....	33
Management of Fire Prevention Programs (R225).....	33
Strategic Analysis of Community Risk Reduction (R309).....	34
Fire Prevention: Technical Curriculum	34
Fire Inspection Principles (R220).....	34
Principles of Fire Protection: Structures and Systems (R222).....	35
Plans Review for Inspectors (R102).....	36
Fire Prevention: Public Education Curriculum	36
Presenting Effective Public Education Programs (R116).....	36
Developing Fire and Life Safety Strategies (R352).....	37
Community Education Leadership (2-week) (R343).....	37
Community Education Leadership (6-day) (R816).....	39
Training Programs Curriculum	40
Fire Service Course Design (R114).....	40
Training Program Management (R342).....	40
Challenges for Local Training Officers (R815).....	41
Emergency Response to Terrorism Curriculum	41
Emergency Response to Terrorism: Incident Management (R817).....	41
DISTANCE DELIVERY COURSES AND PROGRAMS	
Self-Study Courses	43
Emergency Response to Terrorism.....	43
Fire Service Supervision.....	43
Community Safety Educators.....	43
Emergency Response to Terrorism: Job Aid.....	44
CD-Rom Course	44
Computer Conferencing Course	44
Regional Delivery Program	45
Off-Campus Hazardous Materials Course Delivery	46
Off-Campus Direct Delivery Program	46
State Weekend Program	47
Course Descriptions--Direct Delivery and State Weekend Programs	47
Degrees at a Distance Program	55
OTHER EDUCATIONAL ACTIVITIES	
Purchase of Course Materials.....	57
Train-the-Trainer Program.....	58
Training Resources and Data Exchange Program.....	58
Learning Resource Center.....	61
OTHER EDUCATIONAL OPPORTUNITIES	
The Emergency Management Institute.....	63
Emergency Education NETwork.....	65
THE NATIONAL FALLEN FIREFIGHTERS MEMORIAL.....	67
NATIONAL FIRE ACADEMY STAFF.....	69
STATE FIRE SERVICE TRAINING SYSTEMS.....	73
SCHEDULE OF FY2001 ON-CAMPUS COURSES.....	77
GENERAL ADMISSION APPLICATION (FEMA Form 75-5).....	83

The Federal Emergency Management Agency

The Federal Emergency Management Agency (FEMA) provides the Federal focus for emergency management in the United States. That responsibility spans the entire spectrum of emergencies, from natural disasters, to technological calamities, to national security crises.

FEMA develops programs enabling State and local governments to:

- prevent emergencies whenever possible;
- achieve emergency preparedness;
- respond to emergencies of all kinds; and
- recover quickly from emergencies.

One of the primary means of achieving these goals is training.

Further information on FEMA is available on the Internet at:

<http://www.fema.gov/>



Project Impact

The United States Fire Administration's National Fire Academy (NFA) proudly supports FEMA's approach to emergency management, moving communities and emergency responders from a response and recovery mode to an emphasis on preparedness and disaster management called "Project Impact." FEMA's national awareness and outreach campaign demonstrates the benefits of disaster mitigation and preparedness. In concert, NFA continues to promote prevention efforts throughout its curricula. Project Impact meshes nicely with what fire departments currently are undertaking to mitigate emergencies of all types and sizes.

NFA Executive Programs focus senior fire and emergency services officers on organizational development theories and management practices enabling local departments to support prevention and mitigation, including the Agency Director's Disaster Resistant Community Action Plan.

NFA's prevention curriculum gives fire and emergency services providers, community leaders, and allied professionals the tools needed to accomplish strategic analysis of community risks and to implement risk reduction actions for the public, private, industrial, or residential areas in their community. Some courses in this curriculum teach first-line inspectors about regulatory codes, code enforcement, and issues of life safety, all-important aspects of a comprehensive mitigation program.

The Public Education curriculum provides training specialists with skills to lead and manage training functions at the local level. Through task analysis and evaluation of behavioral changes, trainers focus on topics and presentations to support the broad-based dissemination of life safety and property loss prevention information for high-risk populations.

In addition, there are some NFA courses that analyze natural and manmade hazards in terms of building types, locations, and occupancy.

Thirty courses directly promote the goals of Project Impact:

- *Fire Service Planning Concepts for the 21st Century;*
- *Community Education Leadership;*
- *Strategic Analysis of Community Risk Reduction;*
- *Plans Review for Inspectors;*
- *Principles of Fire Protection: Structures and Systems;*

- *Command and Control of Fire Department Operations at Natural and Man-Made Disasters;*
- *Emergency Medical Services: Special Operations;*
- *Hazardous Materials Incident Management;*
- *Hazardous Materials Operating Site Practices;*
- *Methods of Enhancing Safety Education;*
- *Community Risk Issues and Prevention Interventions;*
- *Emergency Response to Terrorism: Basic Concepts;*
- *Emergency Response to Terrorism: Tactical Considerations-Emergency Medical Services;*
- *Hazardous Materials: The Pesticide Challenge;*
- *Introduction to Fire Inspection Principles and Practices;*
- *Principles of Building Construction: Combustible;*
- *Public Fire Education Planning;*
- *Technical Principles and Practices of Fire Prevention;*
- *Introduction to Wildland and Wildland/Urban Interface Firefighting for the Structural Company Officer;*
- *Fire Prevention for First Responders and Small Departments;*
- *The Community and Fire Threat;*
- *Disaster and Fire Defense Planning;*
- *Political and Legal Foundations of Fire Protection;*
- *Managerial Issues in Hazardous Materials;*
- *Incendiary Fire Analysis and Investigation;*
- *Fire-Related Human Behavior;*
- *Fire Protection Structures and Systems Design;*
- *Fire Prevention Organization and Management;*
- *Analytical Approaches to Public Fire Protection;*
- *Fire Safe Building Design CD-Rom.*

Descriptions of these courses are given later in this catalog and are identified by the Project Impact symbol.

The United States Fire Administration

The National Fire Academy is a division of the United States Fire Administration (USFA). USFA is a unit of FEMA and is the national leader in fire safety and prevention. The USFA supports the efforts of local communities to reduce the number of fires and fire deaths and promotes fire service rescue and management processes for today's challenges.

The USFA has a number of ongoing programs designed to promote fire safety and fire prevention:

- The gathering, analysis, publication, and dissemination of data related to the prevention, occurrence, control, and results of fires of all types. Data collection is accomplished through State, local, and metropolitan area partnerships.
- Development and distribution of publications, handouts, videos, and campaign kits addressing issues of research in firefighting safety and firefighting technology, public service announcements, fire prevention education and training materials, and fire data reference materials. The USFA Publication Center distributes more than 1.3 million publications annually.
- Coordination of the efforts of Federal, State, and local agencies in the development, maintenance, and distribution of a hazardous chemicals resource guide for first responders.
- A nationwide public fire safety education program continually reinforcing the education themes of fire prevention and safety that are critical to protecting the American public.
- A program advancing fire suppression and fire detection technologies. This activity includes research and development, demonstrations, and technical and educational assistance. In addition, information dissemination to State and local governments, the fire service, various community groups, and business organizations in the private sector is included.
- A National Arson Prevention Initiative (NAPI) consisting of elements which, when combined, provide an effective, national arson mitigation strategy. These elements include intervention, training, community action, technology/technical assistance, arson and fire cause research, and information dissemination.
- Cooperation with Federal land agencies and State foresters in developing solutions to problems associated with the rapidly growing wildland/urban interface issue.
- Cooperation with FEMA and other Federal agencies on urban search and rescue issues, with particular emphasis on local-level urban search and rescue/technical rescue program development, as well as technical issues.
- The design and maintenance of the USFA Web site, which has rapidly become the USFA's primary means of dissemination of program information, including NFA development. The USFA Web site receives more than 12 million hits each year!
- Training is provided to the Nation's firefighters through the USFA's National Fire Academy.

Further information on the USFA is available on the Internet at:

<http://www.usfa.fema.gov/>

The National Fire Academy

Through its courses and programs, the National Fire Academy (NFA) works to enhance the ability of fire and emergency services and allied professionals to deal more effectively with fire and related emergencies. The Academy's delivery systems are diverse. Courses are delivered at the resident facility in Emmitsburg, Maryland, and throughout the Nation in cooperation with State and local fire training organizations and local colleges and universities.

On the Emmitsburg campus, the Academy conducts specialized training courses and advanced management programs of national impact. The NFA offers these courses and programs in a concentrated, residential setting that is most conducive to intensive learning. On-campus programs target middle- and top-level fire officers, fire service instructors, technical professionals, and representatives from allied professions. Any person with substantial involvement in fire prevention and control, emergency medical services, or fire-related emergency management activities is eligible to apply for Academy courses.

Due to space and budget limitations, NFA cannot accept all qualified applicants for courses at the Emmitsburg campus. Also, many volunteer and career fire service personnel do not have the time to attend on-campus programs. To reach these students, the Academy offers distance delivery training programs. NFA 2-day courses are available for direct delivery in States and local communities. Students can attend NFA resident courses within their geographical region through the Academy's off-campus, Regional Delivery Program. Through a cooperative working relationship with State and local fire training systems and the four branches of the Armed Services, the Train-the-Trainer Program provides expanded opportunities for fire service personnel to participate in Academy courses at the State and local level.

For those interested in pursuing degrees, the Degrees at a Distance Program extends NFA's academic outreach through a network of seven colleges and universities. Fire service personnel who cannot attend college due to work hours and locations are able to earn a degree in fire technology and management through independent study.

Board of Visitors

The Board of Visitors plays an important role in enhancing the academic stature of NFA. Authority for the Board comes from Public Law 93-498, the Federal Fire Prevention and Control Act of 1974. Functions of the Board are to examine

- Academy programs, to determine whether these programs further the basic mission of the Academy;
- the organization of the Academy, to determine whether it affords the most appropriate structure for delivering the Academy programs;
- the adequacy of the facilities; and
- the funding levels for Academy programs.

The Board's charter is to make comments and recommendations regarding the operations of the Academy and any improvements it deems appropriate. The Director of FEMA receives these comments in an annual report.

Members of the Board of Visitors represent a broad spectrum of fire safety, including fire prevention, education and training, fire control, research and development in fire protection, and private and professional allied fields. Members are selected for their expertise and for the perspective they can contribute to enhancing the Board's effectiveness.

Members of the National Fire Academy Board of Visitors

Cynthia A. Wilk, Chair
NJ Department of Community Affairs
Trenton, New Jersey

Dr. Robert S. Fleming, Vice-Chair
Professor
Rowan University
West Chester, Pennsylvania

Karl J. Berardi, Captain
Manchester Fire Department
Bedford, New Hampshire

Chief Warren McDaniels
New Orleans Fire Department
New Orleans, Louisiana

Chief Donald Oliver
Wilson Fire Rescue Services
Wilson, North Carolina

Robert J. Sledgeski
Baltimore Fire Fighters Local 734
Baltimore, Maryland

Chief Neil Svetanics
St. Louis Fire Department
St. Louis, Missouri

Art Cota, Division Chief
California State Fire Training
Sacramento, California

Steve Ennis (Alternate)
National Volunteer Fire Council
Fredericksburg, Virginia

Gary Tokle (Alternate)
National Fire Protection Association
Quincy, Massachusetts

Further information on NFA is available on the Internet at:

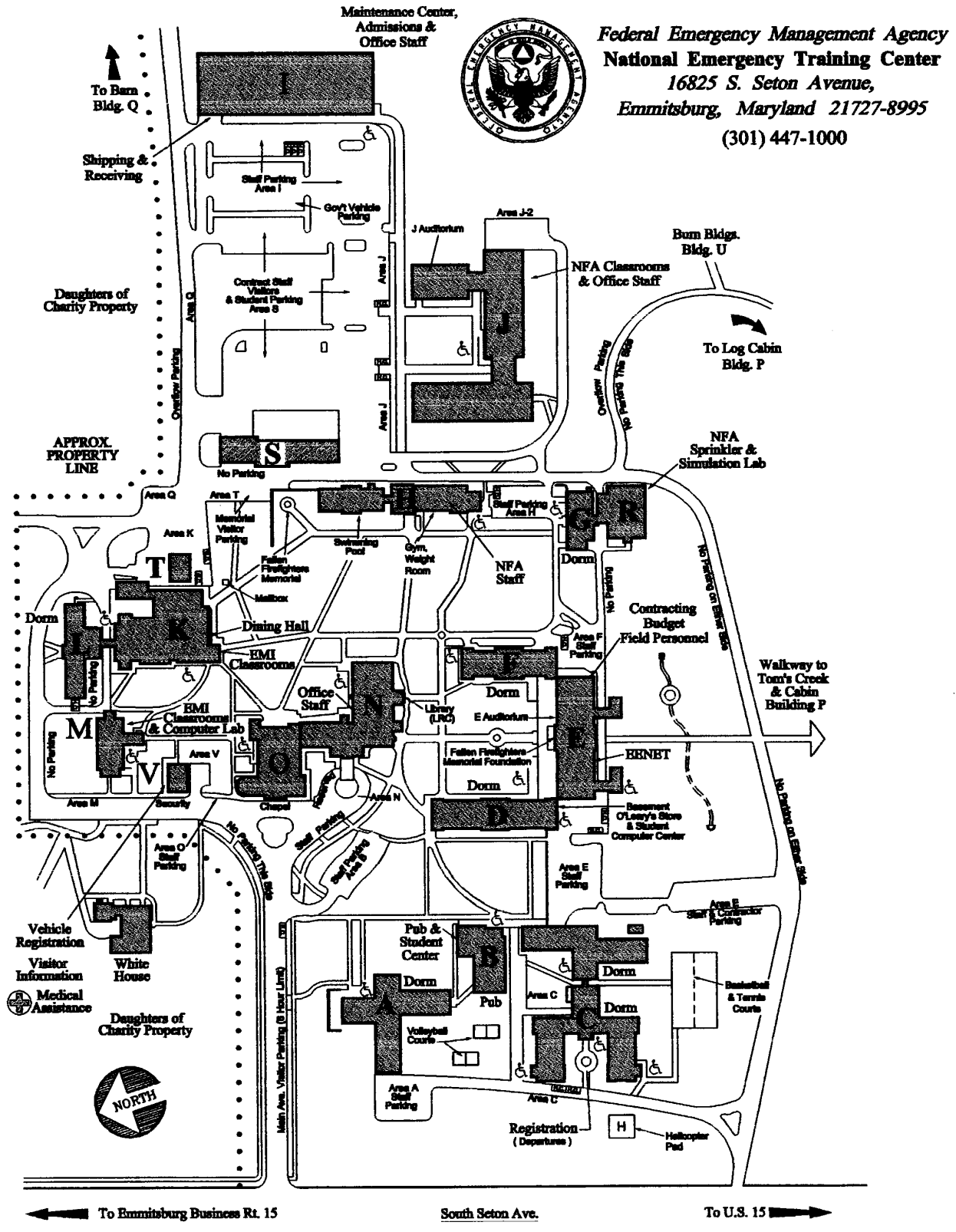
<http://www.usfa.fema.gov/nfa/tr.htm>

The Campus and Facilities

In March of 1979, the Federal Government purchased the former St. Joseph College in Emmitsburg, Maryland, as the site for NFA. The first NFA classes on the Emmitsburg campus were held in January 1980, and the program has grown steadily since that time. The campus is located a few miles south of the Pennsylvania border, 75 miles north of Washington, DC, and 50 miles northwest of Baltimore, Maryland.

Today, the 107-acre campus houses USFA, including NFA, the Emergency Management Institute, the Field Personnel Office, and the Satellite Procurement Office. The campus, known as the National Emergency Training Center (NETC), has fully equipped air-conditioned classrooms, lodging for students, a Learning Resource Center (LRC), and dining and recreational facilities. There are also several specialized facilities, such as Arson Burn Laboratory; Fire Prevention Laboratory with new smoke model; and Simulation/Exercise Lab and Network.

Map of Campus



Description of Buildings

National Emergency Training Center

St. Joseph College was purchased by the Federal Emergency Management Agency (FEMA) in 1979 to serve as a training facility. Prior to its official closing in 1973, the college served as a four-year liberal arts college for women. In 1981, the facility was entered into the Federal records as the National Emergency Training Center (NETC). The NETC houses the United States Fire Administration (which includes the National Fire Academy), the Emergency Management Institute, and the Field Personnel Operations Division of the Office of Human Resources Management. The following is a brief description of the buildings identified on the previous page.

The Fallen Firefighters Memorial was dedicated on October 4, 1981, and in October 1990 Congress designated it as the **National** Fallen Fire Fighter's memorial. It is a memorial to firefighters who lost their lives in the line of duty.

Building A--A 3-story residence hall built in 1964 and renovated in 1996. It has 96 dormitory rooms. (I)

Building B--Student Center, built in 1956, the location of a game room, pub, and recreational activities. A large picture window overlooks the scenic Catocin Mountain range. (F)

Building C--Built in 1956 and renovated in 1995, it has 217 dormitory rooms. (F)

Building D--Built in 1926 and renovated in 1965 and 1995, it is a 3-story brick structure that has the charm of the old architecture. It consists of 65 dormitory rooms with offices and a convenience shop in the basement. (G) (I)

Building E--Built in 1926 and renovated in 1966 and 1993, it is occupied by Field Personnel and Management Operations and Student Support, on the first floor; EENET TV Studio on the 2nd and 3rd floors. (F)

Building F--Built in 1925 and renovated in 1965 and 1995, it has 45 dormitory rooms. (G) (I)

Building G--Built in 1948, it was renovated in 1984 to accommodate 14 private rooms. (G)

Building H--Built in 1923, renovated in 1993, it houses the National Fire Academy offices, a fully equipped gymnasium, weight room, and an Olympic-sized indoor swimming pool. (F)

Building I--Built in 1996, it serves as the Material Receipt and Distribution Center, Maintenance Facility, and houses O&M support offices. (F)

Building J--Built in 1966, renovated in 1993, it is the National Fire Academy (NFA) classroom facility and houses the NFA staff. It includes a lobby and a tiered 249-seat auditorium. (F)

Building K--Built circa 1870, renovated in 1982 and 1993, it houses the Emergency Management Institute classrooms. The 3-story brick structure also contains a Dining Hall capable of seating 500 people. (F)

Building L--Built in 1959, renovated in 1993, it consists of 42 dormitory rooms, a conference room, and Home Study offices. (I)

Building M--Built in 1965, renovated in 1989, it houses 2 EMI classrooms and EMI Computer Lab. (F)

Building N--Designed by the English born architect, E.G. Lind (1829-1909), it was built in 1870 and renovated in 1987 and 1992. The building is an example of Second Empire Style that was popular in the second half of the 19th Century. As such, it is listed on the National Register of Historic Buildings. It houses the United States Fire Administration, the Learning Resource Center, and the Emergency Management Institute. (F)

Building O--Erected in 1839 as a chapel. The marble, alabaster alters and stained glass windows were retained when it was renovated in 1965. Support offices are in the basement. (I)

Building P--The Log Cabin serves as a recreational facility overlooking peaceful Tom's Creek. (F)

Building Q--The brick barn is a service facility. The ornamental brick grill windows are characteristic of the early 19th Century Western Maryland construction. (F)

Building R--Built in 1948, renovated in 1993, located behind Building G, it serves as the Fire Protection and Fire Command Simulation Laboratories. (F)

Building S--The Bulk Storage Warehouse. (F)

Building T--The old Milk House of the original St. Joseph's campus, it houses computer support offices.

Building U--A burn building complex used by the NFA for arson investigation and demonstration. (F)

Building V--Built in 1992, it houses the Security Office. (F)

HANDICAPPED ACCESS: F-Fully Accessible I-Accessible 1st floor only N-Not accessible G-Ground Floor Accessible only R-Restrooms not accessible

General Information

Eligibility

Any person with substantial involvement in fire prevention and control, emergency medical services, fire-related emergency management activities, or allied professions is eligible to apply for NFA courses.

Applicants for on-campus courses must meet the specific selection criteria for each course, as described in this catalog. Selection also is based on the impact the applicant will have on the quality of fire protection in the local community, the potential for use of the skills acquired, and equitable and representative distribution from the total fire service.

The National Fire Academy is an Equal Opportunity institution. It does not discriminate on the basis of age, sex, race, color, religious belief, national origin, or disability in its admissions and student-related policies and procedures. The National Fire Academy makes every effort to assure equitable representation of minorities and women in its student body. Qualified minority and women candidates are encouraged to apply for all courses.

Application Procedures

Application procedures vary with the different programs. Each section of the catalog has specific application requirements listed, along with the course or program descriptions. Applicants should read these requirements carefully and follow the procedures listed; this will save time and speed up the application process. **Please use the proper course codes when applying.**

The schedule and General Admission Application (FEMA Form 75-5) for on-campus courses are contained in this catalog. Off-campus course schedules are available from the NETC Office of Admissions. General Admission Application forms also are available from FEMA

Regional Offices, the NETC Office of Admissions, or they may be downloaded from the USFA Web site. Completed applications for on-campus courses, with the exception of Volunteer Incentive Program courses, must be sent to the following address:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
(800) 238-3358, ext. 1035 or
(301) 447-1035
FAX (301) 447-1441

Completed applications for on-campus Volunteer Incentive Program courses must be sent to the State Fire Training Agency.

Incomplete applications will be returned to the applicant.

The Academy operates on a two-semester year with a separate application period for each semester. The first semester of Fiscal Year 2001 (FY2001) runs from October 1, 2000, to March 31, 2001, and applications for this semester must be postmarked between May 1 and June 30, 2000. **Students must reapply for second semester courses if they are not accepted for the first semester. No applications will be carried over.** The second semester runs from April 1 to September 30, 2001, and applications for this semester must be postmarked between November 1 and December 31, 2000. Applications will not be considered if they are postmarked before or after the stipulated open periods. You may apply for more than one course, but you should submit a separate application for each course.

The Office of Admissions will notify students of the status of their applications no later than 60 days after the end of the application period. Information regarding applications will not be

available prior to this time. Application periods for the next fiscal year are anticipated to be similar; students should consult next year's catalog to verify the application periods.

Physical requirements must be met for successful acceptance into some courses, due to the nature of the course activities.

Costs and Stipends

There are no tuition fees for NFA courses. All instruction and course materials are provided at no cost. Transportation costs and lodging for students who represent career or volunteer fire departments or rescue squads or State/local governments attending on-campus courses are currently provided as part of funding for the student stipend reimbursement program. Students from other countries, other Federal agencies, private industry, or contractors of State/local fire departments or government entities must pay their own transportation and lodging fees. All students are responsible for the cost of the cafeteria meals provided and for personal, incidental expenses.

Stipend reimbursement is limited to one trip for each student per fiscal year. You must purchase a 21-day prepurchased, nonrefundable ticket for round-trip transportation by common carrier (economy coach class or less). First class and business class airline tickets will not be reimbursed. If you are notified in enough time to purchase the 21-day ticket and do not do so, your reimbursement will be limited to the State ceiling as established by the NETC. If you choose to drive, you will be reimbursed the current Privately Owned Vehicle (POV) Federal mileage allowance, or the State ceiling, **whichever is less.** POV mileage is subject to validation.

Reimbursement will be made by direct deposit to the account identified by the student. We request that each student provide a copy of a check. If appropriate bank information is not supplied, reimbursement shall be denied.

Transportation and Parking

Students must make their own flight arrangements. Travel days are normally the day before the course begins and the day that the

course ends. Specific travel information relative to each course is included in the student acceptance package. **Please read this information carefully BEFORE making flight arrangements. Students must call the NETC Transportation Office at (301) 447-1113 at least one week in advance to reserve a seat on the airport shuttle.** Seating on the bus may be unavailable, and transportation to Emmitsburg will be at the student's own expense if a student fails to call.

Students who drive to campus must register their vehicles upon arrival in the lobby of Building C. Picture identification and automobile registration (owner's card) must be shown when the vehicle is registered in order to receive stipend reimbursement. A parking permit will be issued, which must be displayed on the vehicle. Student parking is in the lot north of Building J and is not permitted elsewhere on campus. Vehicles parked in violation of this rule are subject to towing at the owner's expense. Loading and unloading of luggage is permitted in designated areas. Students may arrive on campus any time after 12 noon the day before class begins. Departure is any time after graduation, which, except for selected courses, is concluded by 11 a.m. the last day of class.

Direction to NFA:

- **From Baltimore:** I-695 (Baltimore Beltway) to I-70 West (towards Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.
- **From Washington:** I-495 (Washington Beltway) to I-270 North (towards Frederick); to Route 15 North to Emmitsburg. Turn left off Route 15 to South Seton Avenue.
- **From Philadelphia and East:** Pennsylvania Turnpike west to Harrisburg, Exit 17 (Route 15). Go South on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Avenue.
- **From Pittsburgh and West:** Pennsylvania Turnpike east to Harrisburg, Exit 17 (Route 15). Go South on Route 15 to Emmitsburg. Turn right off Route 15 to South Seton Avenue.

Lodging and Food Service

If the student count exceeds the number of single rooms available, students may have to share a room. Please do not call to request a single room.

All lodging rooms are nonsmoking rooms and are randomly assigned once approved for a course. Because of the random assignments of rooms, classmates may not be lodged together.

The meal charge will be identified in all acceptance letters and will include costs for three meals per day beginning with dinner on the day preceding the course start date and extending through lunch on the last day of the course plus morning and afternoon breaks. There are no refunds for meals missed. **All students residing on campus must purchase meal tickets.** Any student who does not purchase a meal ticket must move off campus for the duration of the course at personal expense. Additionally, students not staying on campus must pay for refreshments served during class breaks.

Registration

Upon arrival, students must report to Building C to obtain room assignments and room keys. Students may be lodged a distance from the registration building; for this reason we recommend luggage with wheels.

NFA Policies

Class Attendance: Students must attend all class sessions and successfully complete the evaluation criteria with a minimum grade of 70 percent to receive a certificate.

Dress Code: It is each student's responsibility to use good judgment in selecting attire that projects a professional image and that is appropriate for both climate differences and classroom activities. The NFA staff has the authority to make a determination that a student's attire may be inappropriate. Students whose attire is determined to be inappropriate will be required to change into more appropriate clothing before being allowed to continue class.

Acceptable Attire for Classroom Settings:

- **Males:** Shirts with collars; slacks, nice jeans; departmental uniforms (no T-shirts); shoes and socks. Optional items include sweaters, sport coats, ties, etc.
- **Females:** Dresses; blouses with slacks or nice jeans, skirts, split skirts/skorts, including departmental uniforms (no T-shirts); and shoes. Optional items include sweaters, blazers, etc.

Acceptable Attire for Graduation:

- **Males:** Suits; sports coats; dress shirts with ties or class shirts; dress slacks, or departmental dress uniforms.
- **Females:** Suits or dresses; blouses or class shirts with dress slacks or skirts; or departmental dress uniforms.

Shorts, sleeveless shirts, ball caps, open-toe sandals, thongs, etc., are not permitted in the classrooms, the auditorium, or the dining hall. Bathing suits/trunks are not permitted outside the pool area. Dresses, skirts, split skirts/skorts should be no higher than 1" above the knee (no mini skirts).

Cancellations: NFA has always promoted full class attendance in order to fulfill its obligation under Public Law 93-498 to deliver training and, thus, to reduce the loss of life and property due to fires. Its mission for delivery of resident courses is impaired significantly by cancellations and no-shows. Typically there are many more student applications than there are course seats available, and NFA must maximize opportunities for class attendance. It is very difficult to recruit students for courses at the last minute. NFA is keeping a careful watch over student cancellations and no-shows. Currently, there is a 2-year ban on student attendance for students who are no-shows or cancel at the last minute without a valid reason. Students who are accepted into a course offering should take their obligation to attend very seriously.

Student Failure: A student who fails an NFA on-campus course and applies for any subsequent course, including the one failed, will be accepted only on a space-available basis (after all applicants have been placed and there is no waiting list). Attendance will be at no cost to the Government; i.e., a second stipend will not be provided. Lodging will be provided at the student's expense. This restriction will apply until the individual successfully completes an NFA on-campus course.

Foreign Applicants

A very limited number of opportunities exist for non-U.S. citizens to attend NFA courses. Foreign citizens interested in applying should send applications to:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
(301) 447-1035
FAX (301) 447-1441

Foreign applicants must pay their own transportation, lodging, and meal costs. Because language translation is not provided on campus, students must be fluent in spoken and written English.

Course Coding

To help identify the different courses available through NFA, the following listing of course codes is given to explain the first letter used in the reference number in the parentheses following titles.

- C College Deliveries over course of a semester
- F Direct Field Deliveries
- H Local Training System Deliveries (Handoff)
- I In-Service Training
- M Mount Weather Site Deliveries
- N Regional Deliveries
- O State Training System Deliveries (Off-Site Resident)
- P Pilot
- Q Independent Study
- R Resident On-Campus Deliveries
- T Train-the-Trainer
- U Computer Conferencing Deliveries
- W State Weekend Program Deliveries

College Credit for NFA Courses

Courses presented at NFA are equal in difficulty to those at the college/university level. Although the Academy itself is not an accredited institution, completed NFA courses may count as credits toward a college degree program. Students should be aware, however, that not all colleges/universities accept these credits.

The American Council on Education/College Credit Recommendation Service (ACE/CCRS) annually reviews Academy courses and makes recommendations for credit equivalencies. ACE/CCRS reviews formal training developed outside colleges and universities and publishes its recommendations in *The National Guide to Educational Credit for Training Programs*, used by educational institutions throughout the country. Course descriptions include the ACE recommendation for credit hours, curricula, and level. Newly developed courses not included in the previous ACE review receive credit equivalency evaluations after the next annual review. At that time, the students who have already completed the course become eligible for credit for that course.

Upon written request, the NETC Office of Admissions will provide student transcripts to educational institutions at no cost to the student.

Evaluation of NFA Courses

The Academy has developed a comprehensive evaluation program to determine the level of student satisfaction with the NFA training experience and how NFA training affects the student's performance on the job. Students can rate their satisfaction with NFA courses by completing the end-of-course evaluation that is administered at the close of each training session.

Selected NFA resident courses also are evaluated by students and their supervisors using the Academy's Long Term Evaluation program. The NFA asks students and supervisors to complete evaluation forms 3 to 6 months after the student has returned to the job following NFA training. In this way, the Academy can determine what elements of NFA training have been transferred to the job and are making a difference in the way fire and emergency services are delivered.

The NFA also has established another way for students to report how NFA training has had an impact on their day-to-day job performance. Students, supervisors, and coworkers who want to provide feedback to NFA can visit the USFA Web site at:

<http://www.usfa.fema.gov/>

This site will link to a feedback page for NFA courses. Students are encouraged to share experiences of how they applied NFA training when they returned to their regular duties.

NFA has a special interest in reports about Academy influence on:

- implementation of the Incident Command System;
- local approaches to safety management;
- local approaches to arson mitigation;
- changes in local department services and policies;
- changes in local department training;
- changes in local department management development;
- local efforts in fire prevention, risk reduction, and public education;
- distance education using various computer-based and media technologies; and
- courses used in conjunction with Project Impact related efforts.

On-Campus Programs and Courses

Volunteer Incentive Program

The Volunteer Incentive Program (VIP) is an intensive 6-day educational opportunity designed specifically for the volunteer fire service officer. With VIP, the Academy has compressed 2 weeks of course work into 6 days and tailored it to the special needs of the volunteer fire officer, while maintaining content, quality, and integrity. Students have the opportunity to meet and exchange ideas and information with colleagues from across the country.

The VIP curriculum has been expanded to eight courses: Course descriptions can be found as indicated by the page number listed.

- *Command and Control of Incident Operations* (R801). See page 28.
- *Fire Service Planning Concepts for the 21st Century* (R802). See page 29.
- *Leadership and Administration* (R810). See page 23.
- *Fire Cause Determination for Company Officers* (R811). See page 32.
- *Hazardous Materials Incident Management* (R814). See page 30.
- *Challenges for Local Training Officers* (R815). See page 41.
- *Community Education Leadership* (R816). See page 37.
- *Emergency Response to Terrorism: Incident Management* (R817). See page 41.

For information regarding course content, please refer to the individual course descriptions in this catalog. **VIP applications require the signature of the State training officer.** Information concerning application procedures can be obtained by contacting the State fire training agency or the NFA VIP Program Manager at (800) 238-3358, ext. 1128, or (301) 447-1128.

Note: There is a listing of State Fire Training Agencies in the back of this catalog.

The Executive Fire Officer Program

The Executive Fire Officer Program (EFOP) is an initiative of the Academy designed to provide senior officers with a broad perspective on various facets of fire and emergency services administration. The officers enhance their professional development through a unique series of four graduate and upper-level college-equivalent courses, **and** the completion of applied research for each course. The EFOP spans a 4-year period and includes three "core" courses and an elective course. For the elective course, the EFOP participant selects one of five available courses. Each course is 2 weeks in length.

EFOP participants must complete an Applied Research Project (ARP) that relates to their organizations within 6 months after the completion of each of the four courses. **NOTE: Completion of the ARP is a prerequisite for attending the next course in the sequence of the program.** A certificate of completion for the entire EFOP is awarded only after the successful completion of the final research project.

Selection Criteria for the EFOP

Admission to the program is limited to the following individuals:

Rank Requirement

- Chiefs of department or equivalent.

- Chief officers or equivalent who head major bureaus or divisions within a fire department, e.g., suppression, prevention, training, emergency medical services, etc.
- Chief officers and senior deputies of State governmental fire organizations, e.g., State Fire Marshals and State Directors of Fire Training.
- Battalion-level chief officers from International Association of Fire Chiefs (IAFC) "metro-size" fire organizations also will be considered. (By current definition, this includes organizations that have more than 400 paid personnel.)

Academic Requirement

Applicants must have attained a terminal academic degree of Associate level or greater from a regionally accredited institution of higher learning. Verification must be submitted at time of application. (See Item 5 below.)

How to Apply

NOTE: Qualified candidates may submit an application at any time during the year. However, there is a cutoff date of June 30 for each fiscal year. Thus, in order to be considered for the FY2001 (October 1, 2000 to September 30, 2001) EFOP, the application must be postmarked no later than June 30, 2000. Applications postmarked after that date will be considered for the next fiscal year. Applications will be reviewed on an individual basis and will require six separate items:

1. A General Admission Application. In Block #9A, please specify "Executive Fire Officer Program."
2. A letter from the applicant requesting admission to the EFOP. The letter should specify applicant's qualifications (see eligibility section); commitment to complete the entire program, including the applied research; and the applicant's perceived expectation(s) of the program.
3. The applicant's résumé.
4. A letter of recommendation from the applicant's immediate supervisor (Chief of Department, Mayor, City Manager, etc.), indicating the organization's commitment to allow the applicant to complete the required courses and research.
5. A photocopy of the applicant's terminal academic diploma or transcript.
6. An organizational chart that depicts the applicant's position.

The application package must be sent to:

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998

Once the prerequisites are satisfied, an essay-based EFOP application is forwarded to each applicant for completion. Final selection is competitive, due to the limited number of available slots within the EFOP, and is based on the total application package. Qualified women and minority candidates are encouraged to apply.

Requirements for Continuing Eligibility

Because of the intense competition for admission to the EFOP, the Academy has very stringent requirements for continuing eligibility. Reduction of a participant's rank or responsibility, either voluntarily or involuntarily, will result in removal from the EFOP. Changes in a participant's employment status during the 4-year period of the program may alter eligibility to continue in the EFOP. Any such change must be brought to the attention of the Academy immediately in order to determine continuing eligibility. Participants are required to notify the NETC Office of Admissions in writing immediately if they cannot attend a scheduled course; otherwise, they will be removed from the EFOP.

NOTE: Future participation in EFOP courses is contingent upon the successful completion of the required Applied Research Projects. The participant bears the responsibility for any travel costs associated with course cancellation, for failing to complete the required research in a timely manner.

Conditional Acceptance to EFOP

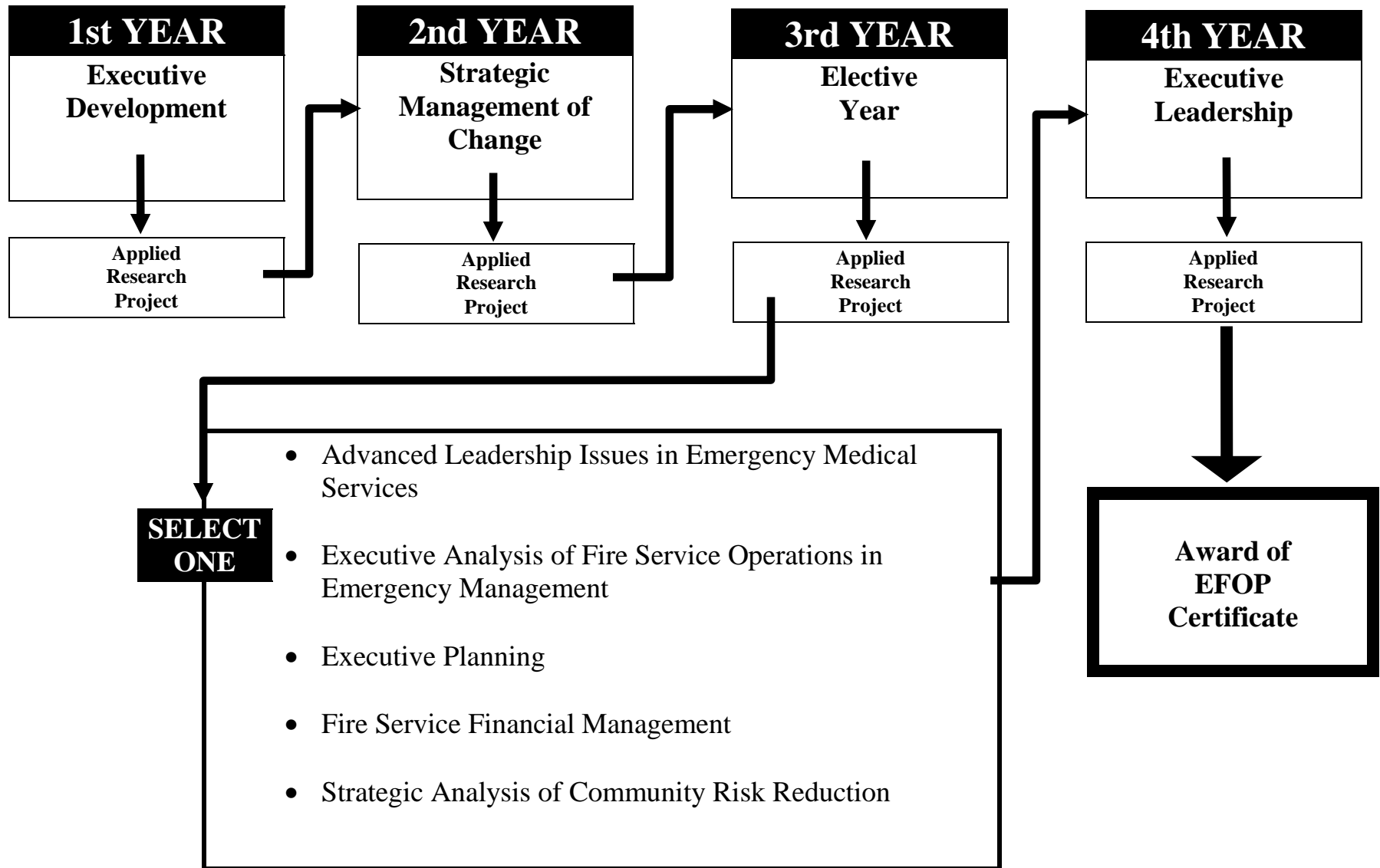
Individuals who have completed EFOP courses in a non-EFOP status later may elect to apply for the EFOP. Those interested in this must follow the application process stated earlier. If the applicant is accepted, consideration will be extended toward any EFOP course(s) already completed. If the course(s) completed is accepted as a valid equivalency, the individual will be provided a period of time to complete the Applied Research Project(s) for the course(s) completed. These research project(s) must be completed before the applicant participates in the next scheduled EFOP course.

Participation in EFOP Courses as a Non-EFOP Participant

Each year a limited number of spaces are available for individuals interested in taking an EFOP course, but not as part of the 4-year program. This may be the result of not meeting the academic degree requirement, and/or not wanting to commit to the 4-year time period and research project requirements. In either case, participants still must qualify by rank/position. Non-EFOP applicants for EFOP course offerings should follow the General Admissions Application process.

EXECUTIVE FIRE OFFICER PROGRAM

"Leadership Development for a New Century"



Thirteenth Executive Fire Officer Program Graduate Symposium

Each May, NFA sponsors the EFOP Graduate Symposium. Attendance and participation in the Symposium are limited to graduates of the EFOP. The Symposium:

- Informs participants of outstanding applied research completed by EFOP participants during the previous year. Those recognized present their research and further defend their procedures and findings. Presenters formally receive NFA's Outstanding Applied Research Award.
- Creates a forum for the exchange of cutting-edge trends and information. Recognized presenters from the private sector, education, and Government provide an informational update and reinforce executive skill areas discussed within the EFOP experience. NFA faculty also provide presentations that reinforce and extend the EFOP experience.
- Provides another opportunity to network with EFOP alumni and further extend these relationships. The Symposium is structured to facilitate a period of mental stimulation, yet provide an opportunity to engage in "battery charging."

The Thirteenth EFOP Graduate Symposium is scheduled for April 19-22, 2001. Participants are responsible for transportation and meals. NFA provides the program and housing accommodations. Application may be made using the General Admission Application form. In Block 9a, please specify "Executive Fire Officer Program Graduate Symposium (R120)." Applications must be received by March 1, 2001. Due to limited space, applications will be prioritized on a first-received, first-served basis.

Harvard Fire Executive Fellowship Program

Application procedures have been established for the 2001 Harvard Fire Executive Fellowship Program. The program will be sponsored through a partnership among the National Fire Protection Association (NFPA), International Association of Fire Chiefs (IAFC), and NFA.

NFPA and IAFC will fund the tuition and provide the travel expenses for the interview portion of the program. NFA will administer the selection process.

Six senior fire executives will be awarded fellowships to attend Harvard's annual Program for Senior Executives in State and Local Government. The 3-week summer program is conducted on the Harvard campus in Cambridge, Massachusetts.

The following criteria and guidelines have been established for the 2001 program:

- Application is open to senior fire executives who have demonstrated significant accomplishments and have the potential to effect and initiate change.
- Preference may be given to applicants who are graduates of NFA's Executive Fire Officer Program, although program completion is not a prerequisite.
- Preference also may be given to applicants who have completed graduate-level degree programs or course work.
- Individuals whose organizations have been represented in the Harvard Fellowship Program during 1998, 1999, or 2000 will not be considered.
- A General Admission Application (FEMA Form 75-5) is required, postmarked no later than January 31, 2001. An organizational chart of the applicant's sponsoring organization (with applicant's position highlighted) is required with the General Admission Application. All applicants are encouraged to include a resume with their submission.

All packages should be forwarded to the following address:

Executive Development Program Chair
National Fire Academy
16825 South Seton Avenue
Emmitsburg, MD 21727

Semifinalists will be forwarded complete program information and materials for a secondary application process that is essay based.

For questions regarding the Harvard Fire Executive Fellowship Program, contact the Program Chair for Executive Development at (800) 238-3358, ext. 1072, or (301) 447-1072.

Executive Development Curriculum

Executive Development (R123)

Executive Development is the entry course for the EFOP. It is intended to assist fire service personnel in developing effective management and leadership skills as they make the transition from manager to senior executive. Through a combination of theory, case study analysis, reflection, introspection, and self/observer-based assessment, students learn how to enhance team development and apply action research.

Executive Development course units include working as a team, individual professional development, research, problem-solving, following and leading, ethics, creativity and innovation, marketing in the public sector, organizational change and development, outside perspectives, service quality, legal aspects of fire protection, and research project reports.

Executive Development serves as a bridge between the Management Series and the Executive Fire Officer series. Participation assumes the successful completion of the Management Series or equivalent instruction.

Student Selection Criteria: Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections. Students enrolled in the EFOP will be given priority.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Public Management, Organizational Behavior, Management, or Fire Science. Students who are EFOP participants will be eligible to receive graduate-level credit with successful completion of the Applied Research Project.

Postcourse Requirement for EFOP Students: An Applied Research Project is a required postcourse activity.

Executive Leadership (R125)

This concluding course was designed specifically to provide a framework of executive-level competencies by focusing primarily on issues and areas of personal effectiveness.

The curriculum includes self- and observer-based survey assessment instruments, case study analysis, role playing, and experiential activities. Participants complete a "self-assessment and development plan" to create desirable goals in the areas of their professional, personal, community, and family life.

Course units include leadership, multiple roles, decision skills, influencing, leaders teaching leaders, coaching and mentoring, succession planning, and evaluating.

Student Selection Criteria: Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections. Students enrolled in the EFOP will be given priority.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Management, Leadership Management, or Public Administration.

Postcourse Requirement for EFOP Students: An Applied Research Project is a required postcourse activity.

Strategic Management of Change (R130)

A new executive-level course, *Strategic Management of Change*, provides a change management model to assist senior fire executives who must adapt to rapid technological and functional changes related to the delivery of fire and emergency services. Methodologies include organizational simulation, case study, and other experiential activities.

Student Selection Criteria: Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections. Students enrolled in the EFOP will be given priority.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Business Administration, Fire Science, Public Administration, or Management.

Postcourse Requirement for EFOP Students:
An Applied Research Project is a required postcourse activity.

Leadership and Administration (R810) Volunteer Incentive Program

This is an intensive 6-day course that provides the appropriate skills for the volunteer emergency services officer to enhance community fire and rescue services through effective leadership and administration. Course units include planning, marketing, human resource development, recruitment of members, retention of members, leadership, financial management, change management, and legal issues.

Student Selection Criteria: Interested **volunteer fire and emergency service operations and administrative officers and career chief officers of volunteer-staffed fire departments** should contact their State Fire Training Director to determine eligibility and application procedures.

ACE Recommendation: In the upper and lower division baccalaureate degree or associate degree category, 3 semester hours in Fire Science, Public Administration, or Management.

Management Science Curriculum

Fire Service Communication (R107)

Fire Service Communication focuses on verbal and written communication skills for fire service managers. The course is based on a survey of writing duties, practices, and skills, and the analysis of many types of fire service documents used in large and small fire departments around the country.

Student-directed learning, using computer-based instruction, is used to diagnose and develop writing and language arts skills.

The first week is devoted to developing skills in writing. Course units include organization and outlining of documents; writing procedures, regulations, and training materials; correspondence with the public; preparation of incident or investigative reports; preparation of personnel documents such as job descriptions; and preparation and justification of proposals for funding and equipment.

Oral communication is the focus of the second half of the course. Students will gain an understanding of the bases of effective speech communication as well as barriers to communication. The course focuses on one/two-way feedback, verbal and nonverbal components of spoken messages, models of communication, understanding self and others, listening, personal image, public speaking, and conducting interviews and meetings.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise company officers.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Communications, Business Communications, English, English Composition, Speech, Fire Science, Business Management, or Public Administration.

Organizational Theory in Practice (R331)

Organizational Theory in Practice is designed to prepare fire service managers and executives to understand organizational theory as it relates in practice to the fire service. During the course, students acquire the knowledge and develop the skills and abilities to operate an organization efficiently and effectively. Theories, principles, and analytical tools are applied in workshop exercises to the strategic organizational issues associated with planning, organizing, staffing, directing, and controlling.

Units of instruction include organization definition and structure, explanation and application of theory, planning in an organization, theories of organization and management, control and evaluation within an organization, organizational analysis, leadership styles and supervisory practices, decisionmaking, and organizational communication.

A course project report requires students to identify a problem in their department or division over which they have some influence, develop a solution to the problem, and write a postcourse report on the various organizational theories learned. The report is due 6 months after completion of the course. Noncompliance with this requirement, or a project that receives a failing grade, will result in failure of the course. Refer to the section on "Student Failure" for an explanation of the consequences.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise company officers.
- Individuals presently assigned to top-level management positions, but who have had limited opportunity for managerial development through formalized course work.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Organizational Behavior, Fire Science Management, or Public Administration. **Note:** Students must complete a 6-month project before receiving the credit recommendations.

Interpersonal Dynamics in Fire Service Organizations (R332)

Interpersonal Dynamics in Fire Service Organizations is designed to prepare fire service managers to work more effectively with other personnel in their organizations. Participants begin with a critical self-assessment of their individual managerial strengths and weaknesses, which results in a specific plan for their own professional and personal development. Techniques for creating effective organizational environments are defined. Components of a successful human resource development plan are examined.

Course modules include managerial style, stress management, conflict resolution, time management, counseling, communications, group dynamics, and human resource development.

Student Selection Criteria:

- Individuals presently assigned to management positions, e.g., chief officers who supervise company officers.
- Individuals presently assigned to top-level management positions with limited training.
- Company officers who are upwardly mobile within their organizations, and whose chiefs of department wish to prepare them for increased managerial responsibility.
- Administrative officers responsible for significant staff functions within the organization, and who report directly to top management.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Business Administration, Fire Science, Management, or Public Administration.

Emergency Medical Services Curriculum

Management of Emergency Medical Services (R150)

This course focuses on current and newly emerging management practices as they relate to Emergency Medical Services (EMS) in the fire service. This interactive and fast-moving course will enable participants to deal more effectively with day-to-day management issues that supervisory-level managers are likely to encounter. Personnel, resource management, and quality improvement techniques are some of the major components of this course. Upon completion of this course, the students will be able to enhance the quality and overall effectiveness of their EMS operation through the use of management techniques.

Student Selection Criteria:

- Individuals with management responsibility for part of an EMS delivery system, e.g., a fire department, a hospital, or a public EMS agency.
- Individuals with decisionmaking responsibility within an EMS system, e.g., EMS council membership, EMS program management/coordination, training, medical control, etc.

ACE Recommendation: In the upper and lower division baccalaureate degree category, 3 semester hours in Fire Science, Health Care Administrator, Community Health Public Administrator, or Emergency Medical Services.

Advanced Leadership Issues in Emergency Medical Services (R151)

This NFA course is designed for upper-management persons who have organizational responsibility for EMS operations in their agency or jurisdiction. Situational, scenario-based instruction is the foundation of this course, with an emphasis on problem-solving and decisionmaking techniques. Leadership techniques as they relate to establishing and directing EMS work teams are also an important part of this course.

Student Selection Criteria:

- Individuals with upper-level management responsibility for part of an EMS delivery system, e.g., a fire department, a hospital, or a public EMS agency.
- Individuals with decisionmaking responsibility within an EMS system, e.g., EMS council membership, EMS program management/coordination, training, medical control, etc.

Prerequisite: *Management of Emergency Medical Services* (R150) or a college-level management course.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Emergency Medical Services, Fire Science, Public Administration, or Health Care Administration. Note: Students seeking graduate-level credit must complete the *Advanced Leadership Issues in Emergency Medical Services* research paper requirement.

Advanced Life Support Response to Hazardous Materials Incidents (R247)

This 2-week course is designed for paramedic personnel who have an Advanced Life Support (ALS) emergency medical responsibility at hazardous materials incidents, and it promises a rigorous experience for the student. In-depth chemistry, as it relates to hazardous materials, the medical management of victims, and the development and management of the hazardous materials components of the medical support system are the three primary focuses of this course. Toxicology and decontamination procedures are covered from an advanced EMS viewpoint. Strategies for safe emergency medical interaction with contaminated victims are discussed in detail.

Student Selection Criteria: ALS emergency medical personnel at EMS/HM Level II who, as a part of their normal duties, may be called to perform patient care activities in the warm zone at hazardous materials incidents.

Prerequisite: Applicants must provide current State or National Registry Paramedic certification.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Science, Health Care Administration, Public Health, General Science, Emergency Medical Services, or Chemistry.

Emergency Medical Services: Special Operations (R152)



Historically, EMS has been provided to meet the immediate needs of communities. In recent years, we have seen a greater reliance on our EMS systems. As our customers begin to expect more from us, our mission has expanded. Recent cases have shown that local EMS organizations can be overwhelmed easily by many of the events to which we are called to respond. Events such as mass-casualty incidents, storms, earthquakes, or technological emergencies, mass gatherings, and dignitary visits can place an unusual demand upon our ability to provide continued "background" response to our anticipated daily call volume. It is only through effective planning and preparation for these unique events that we can continue to respond effectively to our customers. This program discusses many of these special operations and the burdens they place upon our communities, EMS systems, and the responders within our systems.

The purpose of this program is to enable EMS System Managers to prepare their organizations to respond to special operations by identifying potential hazards, determining potential resource needs, determining how those resources may be acquired, and developing a plan that enables the effective control of these events.

Student Selection Criteria: This course is geared primarily to those who have management and planning responsibilities for an EMS system. Because special operations can occur anywhere, (with dignitary visits, plane crashes, mass-casualty incidents, etc.) students do not have to represent organizations serving earthquake, tornado, or hurricane-prone areas. While most students will have a fire service background, some will represent private or separate service (nonfire) EMS agencies. Those in the fire service

will make up the bulk of the class and will range from first-line supervisors through battalion chiefs and operations chiefs to chief of the department. The course will be targeted primarily to middle managers at an operational level and to senior planners within the department. The students will be selected to provide a geographic distribution in each class.

ACE Recommendation: In the lower division/baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Science, Management, EMS Management, Public Health, or Health Care Administration.

Incident Management Curriculum

Executive Analysis of Fire Service Operations in Emergency Management (R306)

This course is designed to prepare senior staff officers in the administrative functions necessary to manage the operational component of a fire and rescue department effectively. Since the subject matter is comprehensive, maximum use of the students' time is required. Some of the areas covered are risk assessment, incident documentation, media/political considerations, standards, legal mandates, capability assessment, damage assessment, emergency operations, Integrated Emergency Management System (IEMS), Emergency Operations Center (EOC), and emergency information systems.

Throughout the course, students are presented with a series of senior-staff-level issues that require extensive analysis and action. The actions implemented are applied to a mock community in order to evaluate the effectiveness of these decisions relative to the fire and rescue department's operational readiness. The course is very intense and uses lecture, case study, simulation, scenario, and student participation as instructional media. A joint simulation exercise will be conducted with the Emergency Management Institute during this course.

Student Selection Criteria: Although this course is an elective in the EFOP, non-EFOP participants also may attend. Students enrolled in

the EFOP will be given priority. Rank requirements:

- Chiefs of department or equivalent.
- Chief officers or equivalent who head a major bureau or division within a fire department, e.g., suppression, prevention, training, emergency medical services, etc.
- Chief officers and senior deputies of State governmental fire organizations, e.g., State Fire Marshals and State Directors of Fire Training.
- Field battalion-level officers from IAFC "metro-size" fire organizations also will be considered (organizations that serve populations in excess of 200,000 and/or have more than 400 uniformed personnel).

Additionally, officers who eventually may assume one of these positions and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or documentation of placement on an eligibility list is required for these candidates.

ACE Recommendation: In the upper or lower division baccalaureate degree or associate degree category, 3 semester hours in Fire Science, Public Administration, or Emergency Management.

Postcourse Requirement for EFOP Students: An Applied Research Project is a required postcourse activity.

Command and Control of Fire Department Operations at Multi-Alarm Incidents (R304)

This 2-week course is simulation-intensive and focuses on the command officer's responsibility while conducting major operations involving multi-alarm units. Emphasis is placed on rapid fireground decisionmaking, advanced Incident Command, command and control, safety, personnel accountability, and communications.

Through the use of simulations, students are taught to recognize critical cues specific to various types of complex emergency incidents. The students also are taught the proper command and control procedures necessary to bring these incidents to closure. A wide range of simulations is used to duplicate emergency incidents that require the student to evaluate multiple hazards. Fire department emergencies involving multi-

family occupancies, hotels, commercial occupancies, large shopping malls, railroads, wildland, and highrise are just some of the incidents that are simulated.

The course is interactive, using lecture, simulations, and student participation as instructional methods. A precourse, self-study module on the Incident Command System (ICS) is forwarded to students prior to attendance. Demonstrated experience in the ICS is a prerequisite, and students are tested to measure their proficiency in this area on the first day of class.

Student Selection Criteria: Command officers or company officers who have multi-alarm command responsibilities. Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from their fire chief and/or placement on an eligibility list will be required for these candidates.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Science.

Command and Control of Fire Department Operations at Natural and Man-Made Disasters (R308)



This 2-week course addresses fire and rescue department operations at natural and man-made disasters that may require interagency or interjurisdictional coordination. Earthquakes, hurricanes, blizzards, civil disturbances, terrorism, hazardous materials releases, tornadoes, and floods are some of the topics covered.

The primary focus for this course is directed at the operational component of a fire department's response to these incidents. Emphasis is placed on command and control decisionmaking skills and the interrelationship of the operational function to hazard preparedness, mitigation, response, and recovery. Advanced applications of the Incident Command System (ICS), command and control, the ICS/EOC interface, the IEMS, evacuation, and sheltering and

communications are just a few of the areas covered. The course is interactive using lecture, simulations, scenarios, and student participation as instructional methodologies.

Student Selection Criteria: Chief officers or other fire officers who command fire department operations at catastrophic disasters. Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates.

Prerequisite: Demonstrated experience in the ICS.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Emergency Management, Fire Science, or Environmental Science.

Command and Control of Fire Department Operations at Target Hazards (R314)

This 6-day course is designed to introduce command officers to the complexities involved in commanding incidents in high-risk areas. Students are confronted with a number of fire and rescue incidents that include high life hazard, multiple exposure, and unusual occupancy risk considerations.

The students are taught advanced applications in the Incident Command System (ICS), command and control, decisionmaking, strategic and tactical considerations, preincident preparation, documentation, and postincident analysis. Several simulations and case studies are used to depict and review incidents in various types of target hazards. Some examples of these are penal institutions, bulk oil-storage facilities, nursing homes, colleges, chemical/agricultural manufacturing plants, and grain elevators. The course is very comprehensive and uses lecture, case study, simulation, and student participation as instructional methods.

Student Selection Criteria: Chief officers or other officers who would have the responsibility to command incidents involving target hazards.

Additionally, officers who eventually may have this responsibility and are upwardly mobile in their organizations may be considered. A letter from the fire chief and/or placement on an eligibility list is required for these candidates. Since this is a unique 6-day course, every effort will be made to accommodate the selection of both volunteer and career personnel.

Prerequisites: Demonstrated experience in the ICS and completion of a previous command course.

ACE Recommendation: In the lower division baccalaureate/associate degree or upper division baccalaureate degree category, 3 semester hours in Fire Science, Emergency Management, Fire Administration, Fire Technology, or Public Administration.

Command and Control of Incident Operations (R801) (formerly Fire Command Operations) Volunteer Incentive Program

In this 6-day course, volunteer fire officers are introduced to the Incident Command System (ICS) and they study proper fire command techniques for control and extinguishment of fires ranging from small, residential structures to multi-occupancy, commercial complexes.

Topics covered include problem-solving and fire command, interagency and mutual aid, the ICS, incident management, sizeup and strategy, tactics and action plans, truck company operations, engine company operations, building construction and fire behavior, preincident preparation, incident organization, and strategic command. Special emphasis is placed on firefighter safety.

Student Selection Criteria: Interested volunteer fire officers and career chief officers of volunteer-staffed fire departments should contact their State Fire Training Director to determine eligibility and application procedures.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Fire Science, Fire Technology, Human Resource Management, Occupational Health and Safety, or Public Management.

Planning and Information Management Curriculum

Fire Service Financial Management (R333)

This 2-week course focuses on the techniques necessary to prepare, justify, and manage the components of a fire department operating budget and financial system effectively. Steps in planning, developing, presenting, funding, and implementing a budget are addressed, and the interrelationships and results of each step are analyzed. Case studies, role-play, and interactive lecture are used to deliver the course material. Upon successful completion of this course, the student will be able to design, develop, and administer a fire department budget and financial system.

Student Selection Criteria: Fire service or emergency medical service personnel who have direct influence and/or responsibility for the design, development, and/or administration of the organization's budget.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Business Administration, Fire Science, or Public Administration.

Executive Planning (R506)

This 2-week course consists of modules dealing with leadership, project management, strategic planning, systems analysis, acquisition processes, and project implementation and evaluation. These issues prepare fire service managers to make decisions to ensure effective and efficient management of information for planning the future and to make the fire department more responsive to its environment and the needs of its customers.

NOTE: *Executive Planning* is a course based on planning and decisionmaking. **It is not a computer course or a data processing course.**

Student Selection Criteria: Fire chiefs, members of the organization's management staff, personnel identified as part of the organization's decisionmaking team, and project managers.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours

in Fire Service Administration, Public Administration, or Management.

National Fire Incident Reporting Systems (NFIRS) Program Management (R499)

The *National Fire Incident Reporting Systems (NFIRS) Program Management* course enables participants to promote, support, and manage NFIRS data collection successfully. Course content includes collection, processing, analysis, and presentation of useful, timely, and accurate information about fire department activities. The course is sponsored jointly by USFA/NFA, and the National Fire Information Council (NFIC).

Student Selection Criteria: New and current State, metropolitan, and fire department NFIRS program managers.

ACE Recommendation: In the upper division baccalaureate degree or lower division baccalaureate/associate degree category, 2 semester hours in Fire Science, Information Management, or Public Administration. This course is offered twice yearly. For information call

NFIRS Program Manager
(800) 238-3358, ext. 1350 or
(301) 447-1350

or
NFIRS Program Chair
(800) 238-3358, ext. 1613 or
(301) 447-1613

Fire Service Planning Concepts for the 21st Century (R802) Volunteer Incentive Program

(formerly Community Fire Protection: Master Planning)



This intensive course allows volunteer fire officers to experience the process of producing a comprehensive community fire protection master plan. The students use a ten-step process that interweaves the concepts of strategic planning,

long-range planning, and resource management to develop a master plan for a hypothetical city with many fire protection challenges. The plan then is presented to the "city council," role-played by students and instructors.

This course is especially important for fire chiefs, directors, administrators, and fire officers responsible for planning fire protection for the community.

Student Selection Criteria: Interested volunteer fire officers and career chief officers of volunteer-staffed fire departments should contact their State Fire Training Director to determine eligibility and application procedures.

ACE Recommendation: In the upper division baccalaureate degree category, 2 semester hours in Administration, Fire Science, Fire Technology, Management, or Public Administration.

Hazardous Materials Curriculum

Hazardous Materials Operating Site Practices (R229)



This course focuses on the strategies and safe procedures for alleviating the danger at a hazardous materials incident. It concentrates on integrating knowledge about hazardous materials chemistry, storage, transportation, and potential release scenarios with information about local hazardous materials incident plans and response systems. Through decisionmaking activities, the course participants apply the course information, which is defined by current regulations and standards.

Subjects covered include, among others: DOT 49 CFR regulations as they apply to haz mat teams, hazard interpretation, damage assessment, site characterization, use and interpretation of air monitoring instruments, assessment of tactical options, and development of operational plans.

NOTE: This is *not* a "hands-on" program. Some evening sessions are required.

Student Selection Criteria: Emergency response personnel having hazardous materials

response or training responsibility at the technician/specialist level as referenced in Title 29 of the Code of Federal Regulations (CFR) Section 1910.120 or 40 CFR 311, NFPA 471, *Recommended Practice for Responding to Hazardous Materials Incidents* and NFPA 472, *Standard for Professional Competence of Responders to Hazardous Materials Incidents*.

Prerequisites: NFA *Chemistry of Hazardous Materials* or documented equivalent training is recommended but not required.

ACE Recommendation: In the upper division baccalaureate degree category, 4 semester hours in General Science, Physical Science, Fire Science, or Applied Science.

Hazardous Materials Incident Management (R243)



This 6-day (Sunday through Friday) program focuses on the duties and responsibilities of the emergency response personnel who will assume the Incident Commander (IC) role in hazardous materials emergencies above the initial response. Based on the current requirements of 29 CFR 1910.120 and the applicable national standards, the program follows three phases of an incident: preplanning, incident operations, and postincident responsibilities.

Topics include negligence and liability, planning, Incident Command System/Emergency Operations Center interface, training requirements, and emergency response plans. The student's knowledge of the subject is evaluated through written tests and graded scenarios. Evening classes and projects are required.

This course is offered through a variety of programs. **Please note that each program has a different course code.** They are the Resident Program (R243), the Volunteer Incentive Program (R814), the Off-Campus Hazardous Materials Grant Program (O243), and through Regional Delivery (N243). These programs are described elsewhere in this catalog.

Student Selection Criteria:

- Emergency response personnel above the initial response level who may be called upon to assume the duties of the Incident Commander at hazardous materials incidents as described in 29 CFR 1910.120.
- Safety officers as described in 29 CFR 1910.120. *
- Departmental training officers.
- Emergency management personnel who would interface with emergency response personnel through an Emergency Operations Center operations at a hazardous materials incident.

*While safety officers and training officers meet the acceptable criteria for this program, the program is not designed for technician-level personnel.

Prerequisites:

- Departments must certify applicants as operations-level personnel acting at the Incident Command level as per 29 CFR 1910 (stated above). Emergency management personnel must be certified by their jurisdiction as part of the EOC staff.
- It is suggested that applicants be familiar with NFA courses, *Initial Response to Hazardous Materials Incidents: Basic Concepts* and *Initial Response to Hazardous Materials Incidents: Concept Implementation*.

ACE Recommendation: In the upper division baccalaureate degree or graduate degree category, 3 semester hours in Public Safety, Fire Administration, or Public Administration.

NOTE: Travel arrangements for students attending the *Hazardous Materials Incident Management* course should be made through Ronald Reagan Washington National Airport only. Students will arrive on Saturday, the day before class begins. Buses will pick up students at 7 p.m. on Saturday at the airport. Go to the Travelers Aid Desk in Terminal A for the location of pickup. Departure will be on Saturday from NFA at 8 a.m., with bus transportation to Ronald Reagan Washington National Airport provided. Students wishing to make transportation arrangements to and from other airports or at other times must do so at their

own expense. Classes begin at 8:30 a.m. on Sunday with student orientation. Classes end at approximately 4 p.m. on Friday. **All students must attend all class sessions and successfully complete the evaluation criteria with a grade of 70 percent or better to receive a certificate.**

Arson Curriculum

Fire/Arson Investigation (R205)

(This course is physically challenging)

This course addresses the basic skills needed to conduct fire investigations. Using the Arson Burn Laboratory located on campus, successful methods are demonstrated for conducting legal fire investigations that culminate, when appropriate, in prosecution for arson. Upon completion of the course, the students will be equipped to identify the origin and cause of a fire, conduct a technically and legally sound investigation, and pursue the case through the judicial system.

Subjects covered include behavior of fire, determining point of origin, accidental and incendiary fire cause determination, motivation of the firesetter, fire scene investigation and followup techniques, fire protection systems, vehicle fires, fatal fires, incendiary devices, legal aspects, interview techniques, evidence collection, and report writing. The course is designed to meet or exceed the applicable sections of NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*.

Student Selection Criteria: Priority will be given to full-time personnel with primary responsibility for arson investigation and/or prosecution in Federal, State, or local Government. These personnel include fire/arson investigators, law enforcement personnel, district attorneys' staff, and members of arson task forces. Federal, State, and local Government personnel who do not have official responsibility for arson investigation on a full-time basis will be admitted on a space-available basis.

ACE Recommendation: In the upper and lower division baccalaureate or associate degree category, 3 semester hours in Fire Science, Criminal Justice, or Fire and Arson Investigation.

Fire Cause Determination for Company Officers (R811) Volunteer Incentive Program

This 6-day course addresses the basic skills needed to conduct initial fire cause determinations. Upon successful completion of this course, students will be better prepared to make observations and gather information that will assist in identifying area(s) of origin, and assess the need for additional assistance and probable cause of a fire. Subjects include, but are not limited to, behavior of fire, determining area of origin, accidental and incendiary fire cause determination, fire scene examinations motives of the firesetter, vehicle fires, legal aspects (court testimony), and handling/preservation of evidence.

Student Selection Criteria: Interested volunteer fire officers and career chief officers of volunteer-staffed fire departments whose responsibilities include fire cause determination should contact their State Fire Training Director to determine eligibility and application procedures. **This course is not designed for fire/arson investigators.**

ACE Recommendation: In the upper and lower division baccalaureate degree or associate degree category, 2 semester hours in Fire Science or Arson Investigation.

Management for Arson Prevention and Control (R207)

Management for Arson Prevention and Control focuses on innovative concepts and practical skills for managing a synergistic response to arson prevention and control. During the course, students are provided with an assortment of building block activities, videos, and lectures designed to provide a foundation for development of a comprehensive Arson Prevention and Control Plan (AP&CP). Activities provide specifics (such as statistics and skills) and revolve around a simulated community. As the overall AP&CP is built, students are required to present, discuss, and justify their portion of the plan. Following work on the overall document, students are required to use information from their own communities to author an AP&CP Executive Summary independently. By composing this personal

document, students leave the class with an AP&CP outline that can be applied to their own communities. In addition to the AP&CP, methodology also includes activities in role-play, demonstration, discussion, writing, brainstorming, and case studies.

This course was designed using the applicable sections of NFPA 1033 and NFPA 921, *Guide to Fire and Explosion Investigation*.

Student Selection Criteria: Individuals presently assigned to fire service, law enforcement, prosecutorial, or other investigative personnel responsible for the management, supervision, or oversight of arson prevention and control. For senior investigators, or investigators with management, supervision, or oversight responsibilities, or those who have taken the NFA 2-week *Fire/Arson Investigation* course or fire/arson investigation training consisting of a minimum of 80 hours (proof of certification required).

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 3 semester hours in Fire Service, Fire Management, Police Administration, or Public Administration.

Initial Fire Investigation (N216) Regional Delivery

This 6-day course is designed to meet the needs of personnel, in both the public and private sectors, whose duties include determining origin, cause, and responsibility for fires and explosions based primarily on the examination of the incident scene. Upon completion, participants will be able to examine, preserve, document, interview, and report their findings and/or conclusions about a fire and/or explosion accurately and objectively.

Student Selection Criteria: Personnel whose primary duties include the determination of origin, cause, and responsibility for fires, all personnel who have less than 6 months of experience as investigators or those individuals who are targeted for promotion to the investigator level.

ACE Recommendation: In the lower baccalaureate/associate degree category or upper division baccalaureate degree category, 3

semester hours in Fire Science, Fire Technology, Law Enforcement, or Political Sciences.

NOTE: If the student completes a course project within 6 months, an additional credit hour can be earned.

Fire Prevention Curriculum

Fire Prevention: Management Curriculum

Code Management: A Systems Approach (R101)

The management of code development, evaluation, and enforcement processes is the focus of this stimulating course. Students participate in an extensive simulation exercise which allows them to experience firsthand the intricacies and politics involved in the legislative process. A second exercise involves amendment of an existing code.

The goals of this course are to 1) develop an awareness of the code management function as an integrated system; and 2) enhance managerial skills in the areas of system analysis, knowledge of codes, code development and adoption, code management, and evaluation of code functions.

Student Selection Criteria:

- Individuals responsible for code administration in their communities, e.g., chief officers, fire marshals, building officials (must have a minimum of 5 years of experience in fire prevention).
- Midlevel fire officers or allied professionals with responsibility for supervision and implementation of code enforcement programs (inspection/enforcement personnel).
- On a space-available basis, newly appointed fire marshals and individuals with keen interests in managing and leading fire/building code units with less than 5 years' experience (as required above).
- Fire prevention supervisors (civilian and uniformed) and representatives of model code groups.

Prerequisites: At least 3 years of experience in either the management or the enforcement of the code function in a public agency, or completion

of *Principles of Fire Protection: Structures and Systems* (R222) or the former *Fire Prevention Specialist II*.

ACE Recommendation: In the upper division baccalaureate or graduate degree category, 3 semester hours in Administrative Law, Decisionmaking, Legal Environment of Management as Business, Management, Policy Development, or Policy Formation.

Management of Fire Prevention Programs (R225)

This 2-week course uses proven management concepts as a basis for the efficient operation of a fire prevention organization. The course focuses on planning, promoting, and executing fire prevention functions. Topics include needs assessment, planning, legal responsibilities, management techniques, negotiation, evaluation, and case study.

The course content and delivery methods are suitable for senior representatives of fire prevention bureaus/units of all sizes and organizational complexities. *Management of Fire Prevention Programs* is structured to give fire prevention managers the requisite knowledge and skills, given a finite amount of resources, to plan effectively, promote, and execute fire prevention functions within their respective communities.

NOTE: *Precourse reading assignments are required. There will be evening class sessions. For the benefit of the student, a directly related postcourse work assignment, using course content in the workplace, also is expected.*

Student Selection Criteria:

- Chiefs of department or equivalent, such as the State Fire Marshal, or those who are second in command.
- Department fire marshals or commanders of fire prevention organizations who report directly to the department chief.
- Fire officers who manage their department's overall prevention function but may not meet the other criteria, or individuals who expect to be promoted to such a management position within their department. (A letter stating such must accompany the application and be endorsed by the chief of department.)

- Allied safety professionals, building officials, and senior-level private sector fire prevention managers.

ACE Recommendation: In the upper and lower division baccalaureate degree or associate degree category, 3 semester hours in Fire Science, Public Administration, or Management.

Strategic Analysis of Community Risk Reduction (R309)



This powerful 2-week course provides senior fire executives with vital information necessary to implement community-wide risk reduction activities. Presented are contemporary approaches that emergency services organizations can use successfully to compete for dwindling resources, mechanisms to gather and analyze critical life safety data, proven actions to target community injury reduction, and how to build coalitions to better accomplish the changing mission of the fire and safety services.

The course reflects current trends and practices suitable for immediate use by course participants. It features group activities, evening research, role-playing, and in-depth review of highly successful risk intervention strategies. *Strategic Analysis of Community Risk Reduction* examines attitudes and values of senior fire agency executives and their relationship to creative, innovative, and effective fire and injury prevention activities. The course stresses the importance of building coalitions, alliances, and partnerships to accomplish far more than often can be done by a fire department on its own. It provides insights into how to develop important working relationships with other community groups not traditionally viewed in the past as partners. Participants use case study and research methodology in their educational process.

NOTE: *Precourse reading assignments are required. There will be evening sessions.*

Student Selection Criteria: This course is designed for chiefs of departments, heads of major bureaus (e.g., prevention, suppression, training, administration, etc.), State Fire

Marshals, and State Directors of Fire Service Training agencies. A limited secondary audience includes senior officials of related groups involved in community safety, including organizational leaders in health care, law enforcement, and injury prevention advocacy bodies. Another target group includes those who are currently working with or who desire to assist local fire, rescue, and emergency medical services departments in establishing or significantly upgrading community risk reduction/injury prevention efforts. **Students enrolled in the EFOP will be given priority. Please refer to the "Selection Criteria for the EFOP" and "Participation in EFOP Courses as a Non-EFOP Participant" sections.**

ACE Recommendation: In the upper and lower division baccalaureate degree or associate degree category, 3 semester hours in Community Development, Public Administration, Urban Planning, Emergency Management, Occupational Health and Safety, or Fire Science.

Postcourse Requirement for EFOP Students: An Applied Research Project is a required postcourse activity.

Fire Prevention: Technical Curriculum

Fire Inspection Principles (R220)

(This course is physically challenging)

This course is designed to provide the student with the fundamental knowledge, skills, and attitudes to conduct both basic and intermediate-level fire safety inspections. Students will be introduced to various codes and standards in order to develop a working knowledge of their application in the inspection process. Each student should be familiar with the codes and standards in effect in his/her jurisdiction.

Topics addressed in this course include the fire inspector's responsibilities and role in code enforcement, the relationship of fire and codes, general fire prevention practices, inspection competencies, life safety considerations and enforcement, fire safety principles and requirements related to hazardous materials, special hazards of electrical, heating, and cooking equipment and systems, and fire protection systems and equipment.

Student Selection Criteria:

- Individuals whose primary duties are those of a full-time code enforcement inspector with less than 18 months of experience.
- Individuals who have the responsibility to train personnel involved in full-time code enforcement activities.
- Suppression company officers responsible for in-service fire code enforcement activities.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 3 semester hours in Fire Science, Industrial Safety, or Insurance.

NOTE: *Special consideration will be given to individuals and departments starting new fire prevention bureaus or preparing an individual as an instructor for a code enforcement training program within their department.*

Principles of Fire Protection: Structures and Systems (R222)

(This course is physically challenging)



This course is designed to meet the professional development needs of the advanced fire prevention or code enforcement official. The course provides the advanced knowledge, skills, and attitudes to conduct detailed fire safety inspections, to analyze the level of fire and life safety in buildings, and to understand operating principles, application, acceptance and testing, and inspection of fire protection systems and equipment. Activities in this course are designed to allow completion by students using the codes being enforced in their jurisdiction. This course assumes that students are familiar with the codes and standards in effect in their jurisdictions that relate to fire prevention, building construction, and building mechanical systems.

Topics addressed in this course include understanding the legal environment, plans review, identifying and using resources, dealing with the public, industry, and other agencies, conducting inspections, and the testing, inspection, and maintenance of fire protection

systems and equipment. The course combines classroom instruction and a "hands-on" learning approach in the Academy's Fire Protection Systems Laboratories.

Student Selection Criteria:

- Individuals with primary responsibilities as code enforcement officials or as a fire and life safety inspectors with at least 18 months of full-time enforcement or fire safety inspection experience.
- Individuals presently assigned to a management position in either a code enforcement or fire safety inspection function.
- Individuals in a suppression company who are presently assigned to a lead or supervisory role for fire inspection operations with at least 2 years of experience.
- Individuals preparing for added responsibilities within a code enforcement or fire safety inspection function or organization.

Prerequisites: Three or more years of experience in either a code enforcement or fire safety inspection function; or completion of the Academy's *Fire Inspection Principles* course and 18 months of experience in a code enforcement or fire safety inspection function or equivalent.

ACE Recommendation: In the upper and lower division baccalaureate degree or associate degree category, 3 semester hours in Fire Science, Insurance, Investigation, or Inspection.

NOTE: *Fire Inspection Principles (R220) and Principles of Fire Protection: Structures and Systems (R222) can be taken consecutively only if a person has at least 18 months of code enforcement or fire safety inspection field experience. Otherwise, at least 1 year of field experience is required after taking Fire Inspection Principles before admission to Principles of Fire Protection: Structures and Systems.*

Plans Review for Inspectors (R102)

(This course is physically challenging)



This 2-week course will assist the student in verifying that construction documents comply with the applicable fire codes and fire protection requirements of both building and mechanical codes.

Subjects addressed in the course include review of site plans for emergency apparatus access, water supply, and hydrants for fire protection, review of architectural drawings for construction requirements, means of egress for life safety, and fire-resistive compartmentalization, evaluation of HVAC and smoke control/exhaust systems, evaluation of exit illumination and emergency power supplies, and review and evaluation of fire protection systems focusing on alarm/detection and automatic sprinkler systems.

Student Selection Criteria:

- Individuals who are, or expect to be, responsible for verifying code compliance of construction documents from a fire protection standpoint.
- Individuals recently appointed to manage or administer a plans review function.

NOTE: *Local jurisdictions are encouraged to submit applications of both their fire and building officials to attend a course together if both meet the selection criteria. Priority selection will be given for up to five pairs of such officials per course offering. Applications must be submitted together, be approved, and be signed by the head of the sponsoring organization, with a cover letter indicating that they are applying as a team.*

Prerequisites:

- Working knowledge of local building, mechanical and fire codes.
- Ability to read blueprints and specifications.
- Fire official—completion of *Fire Inspection Principles* and *Principles of Fire Protection: Structures and Systems* (formerly *Fire Prevention Specialist II*) or their equivalent.

- Building official—certified construction official.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 3 semester hours in Fire Science, Fire Technology, or Fire Engineering; or in the upper division baccalaureate degree category, 3 semester hours in Fire Administration, Human Environmental Science, Architecture, Building, or Interior Design.

Fire Prevention: Public Education Curriculum

Presenting Effective Public Education Programs (R116)

Presenting Effective Public Education Programs provides fundamental knowledge, skills, and attitudes to deliver fire and life safety educational programs in the community. The course is **5 full days** and is designed for public educators who have less than 2 years of public education work, and whose primary responsibilities are delivering public education programs. The course takes the viewpoint that public educators at this level do not develop their own programs, but are using or modifying existing educational programs.

A complete view of new public safety educator's responsibilities is presented with emphasis on presentation skills. The course emphasizes a community-based concept in developing and delivering educational programs. Students learn to make the best use of their community to support their program efforts effectively. Participants are evaluated through performance on 10- to 15-minute presentations, home community exercises in class, and a final examination.

Part-time public educators and volunteers who might not be able to attend a 2-week course are encouraged to apply.

NOTE: *The class will graduate at approximately 3:30 p.m. on the fifth day. Bus transportation to Baltimore/Washington International Airport ONLY will be on Saturday morning at 8 a.m.*

Student Selection Criteria:

- Students must have current responsibility for delivering community safety education programs in their community.
- Students will be admitted without previous public education experience, or up to a maximum of 2 years of public education experience. Those students who are currently delivering public education programs and have more than 2 years of experience will be admitted on a space-available basis.

NOTE: Five slots in each class are reserved for students who work as public educators in the field of Emergency Medical Services, public health education, burn prevention, or injury prevention. If these slots are not filled, then students in fire-related organizations will be admitted.

ACE Recommendation: In the upper division baccalaureate degree category, 2 semester hours in Fire Administration, Fire Technology, Fire Science, or Educational Methods.

Developing Fire and Life Safety Strategies (R352)

Developing Fire and Life Safety Strategies emphasizes the development process and analytical skills necessary to critique and select appropriate educational materials. Examining the latest strategies for developing and promoting fire and life safety education programs in local communities is the focus of this course. In order to accomplish this, students will be provided with a simulated community. For each critical skill, the simulated community will be used to demonstrate what components are necessary and how to apply these to develop an appropriate fire or life safety education program. Students will be expected to bring information from their own communities to work with in class. Following work with the simulated community, students are expected to apply educational principles to their own communities.

By completing individual activities using their own community data throughout the course, students will have a program plan designed for target high-risk groups in their own community.

The program plan will include identified problems, target groups, programmatic solutions, and evaluation techniques. Each step will require written individual output, which will provide information useful in evaluating performance.

In addition to individual activities, the methodology will include 1) extensive role-play activities emphasizing the need for community involvement, 2) lectures and discussions, 3) small and large group work designed to enable students to share experiences and develop contacts, 4) analysis of scenarios or case studies, and 5) analysis of actual public education programs (products).

Student Selection Criteria: Personnel with at least 2 years of experience in fire/life safety education, burn prevention education, or community safety.

Prerequisites: Completion of one public education or instructional methods course, such as *Presenting Effective Public Education Programs* or *Community Education Leadership*, a local or State course such as *Instructor I* or *Public Education I*, or another similar course. This prerequisite course must be reflected on the student's application form.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Adult Education, Fire Science, General Education, Public Health, or Safety Studies.

Community Education Leadership (R343)



Community Education Leadership is designed to provide the essential tools and skills to enhance students' organization's public education function. The course is designed for students who have coordination or total program responsibility for public education in their organization.

The content for *Community Education Leadership* is broad, and the course activities are applicable for small, medium, or large organizations. Content is ideal for students from smaller organizations who wish to enhance their

public education and prevention efforts, and for those in larger organizations who are seeking to learn and apply some new methods. Many volunteers who serve on local or State prevention or public education committees have found this course to be extremely useful.

The 2-week *Community Education Leadership* course is divided into four 2-day courses with the ninth day devoted to sharing, reports, and a test. Please be aware that NFA is offering these 2-day programs in various field delivery formats at the same time. **Students who have taken one or more of the 2-day courses in the Direct Delivery program or State Weekend Program will be admitted to the course on a lower priority basis. Students who have taken the 6-day version of this course will not be admitted to this program.**

The following 2-day courses are part of the 2-week *Community Education Leadership* course:

Methods of Enhancing Safety Education (Course I of the 2-week course)

Students determine if community (public) education is valued in their organizations and in their communities. Course content emphasizes three methods for establishing "roots" in community education—leading with personal commitment, determining and improving the organization's role in public education, and enhancing programs through greater community support. At the end of the 2 days, students outline a plan of action encompassing ideas that they have learned in class.

Successful Community Education Planning (Course II of the 2-week course)

Students study methods to identify high-risk target audiences and involve them in local community education. Course content also focuses on methods for selecting the components of effective community education efforts; the target audience, the message, and the medium are defined and practiced. People learn differently, prepare and respond to threats differently, and look for information in different places. Students learn to address the most critical fire and life safety issues for their community through good planning and performance objectives. Students apply the skills necessary to prioritize community problems and hazards, identify future priorities, and evaluate and practice various strategies. As an outcome, students conclude that planning is an essential component of community education.

Maximizing Resources and Markets in Community Education (Course III of the 2-week course)

Students apply funding and resource requirements to a community education program. They develop a program budget that will meet the stated objectives of the budget policy within the funding provided. In addition to developing the beginning of a budget document, students also identify resources and funding strategies for public education. Students learn to design an evaluation plan for a community risk issue and discuss management issues associated with evaluation. A definition and examples of the various levels of evaluation are discussed. Finally, students are given information on how to report and share their results with decisionmakers, funding sources, colleagues, and other persons interested in reducing community risk.

Please be aware that NFA plans to offer these 2-day programs in various field delivery formats. **Students who have taken one or more of the 2-day *Community Education Leadership* courses in the Direct Delivery format will be admitted to the two-week course on a lower priority.**

Community Risk Issues and Prevention Interventions (Course IV of the two-week course)

Through a more in-depth approach, students learn how public education, enforcement, and engineering strategies effectively work together to mitigate community hazards. The course begins with an analysis of community risk problems, followed by activities to guide the students to the realization that the most effective fire and injury prevention strategies are those combining all three interventions.

Student Selection Criteria: Students must be coordinators of their organization's public/community education function. Personnel in small departments and State or local fire organization personnel who serve on prevention committees are ideal candidates.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate category, 3 semester hours in Adult Education, Public Health, Public Administration, General Education, or Safety Studies.

Community Education Leadership (R816) Volunteer Incentive Program



Community Education Leadership (VIP course) is designed to provide students from small organizations the essential tools and skills to enhance their organization's public education function. This course is designed for students who coordinate community education in their organization and do this on a volunteer basis. The content for *Community Education Leadership* is broad, and the course activities are applicable for small, medium, or large organizations. Content is ideal for students from smaller organizations who wish to enhance their public education and prevention efforts. Many volunteers who serve on local or State prevention or public education committees have found this course to be extremely useful.

The 6-day *Community Education Leadership* VIP course is divided into three 2-day courses. Please be aware that NFA plans to offer these 2-day programs in various field delivery formats. **Students who have taken one or more of the 2-day *Community Education Leadership* courses in the Direct Delivery program will be admitted to the course on a lower priority.**

Three of the four courses in *Community Education Leadership* VIP are the same as those in the 2-week *Community Education Leadership*. The fourth, a prevention course, is offered through NFA's State Weekend Program and Direct Delivery systems. A description of the 6-day course (and the three 2-day courses) follows:

Methods of Enhancing Safety Education (Course I of the 6-day course)

Students determine if community (public) education is valued in their organizations and in their communities. Course content emphasizes three methods for establishing "roots" in community education—leading with personal commitment, determining and improving the organization's role in public education, and enhancing programs through greater community support. At the end of the 2 days, students outline a plan of action, encompassing ideas that they have learned in class.

Successful Community Education Planning (Course II of the 6-day course)

Students study methods to identify high-risk target audiences and involve them in local community education. Course content also focuses on methods for selecting the components of effective community education efforts; the target audience, the message, and the medium are defined and practiced. People learn differently, prepare and respond to threats differently, and look for information in different places. Students learn to address the most critical fire and life safety issues for their community through good planning and performance objectives. Students apply the skills necessary to prioritize community problems and hazards, identify future priorities, and evaluate and practice various strategies. As an outcome, students conclude that planning is an essential component of community education.

Maximizing Resources and Markets in Community Education (Course III of the 6-day course)

Students apply funding and resource requirements to a community education program. They develop a program budget that will meet the stated objectives of the budget policy within the funding provided. In addition to developing the beginning of a budget document, students also identify resources and funding strategies for public education. Students learn to design an evaluation plan for a community risk issue and discuss management issues associated with evaluation. A definition and examples of the various levels of evaluation are discussed. Finally, students are given information on how to report and share their results with decisionmakers, funding sources, colleagues, and other persons interested in reducing community risk.

Student Selection Criteria: Coordinators of public education function. Personnel in small departments, State or local fire organization personnel who serve on prevention committees, and volunteers who do public education work are ideal candidates.

NOTE: Students who have taken the 2-week *Community Education Leadership* course will not be allowed to enroll in the *Community Education Leadership* VIP course. Students who have taken one or more of the 2-day *Community Education Leadership* courses in another delivery system will be placed on a lower admission priority.

ACE Recommendation: In the lower division baccalaureate/associate degree category or upper division baccalaureate degree category, 2 semester hours in Adult Education, Public Health, Public Administration, General Education, or Safety Studies.

Training Programs Curriculum

Fire Service Course Design (R114)

Fire Service Course Design teaches fire/rescue personnel and allied professionals how to design courses to be used by other instructors. Students identify a training need within their organization as a precourse assignment. During the class, they apply course principles to create the design of a training program meeting this or the identified (from the precourse assignment) training need for their jurisdiction or organization.

In designing their own training program, students conduct a needs assessment, develop a task analysis, establish goals and objectives, design an evaluation plan, determine instructional methods and activities to be used, and plan for media and instructional materials. To complete this course successfully, the final design of the student's training package must be submitted for evaluation within 6 months following attendance at the Academy. Noncompliance with this requirement, or a project that receives a failing grade, will result in failure of the course. Refer to the section on "Student Failure" in the beginning of this catalog for an explanation of the consequences.

The course also exposes students to state-of-the-art technologies, including tours of on-campus NFA labs.

Student Selection Criteria: Personnel with course design and development responsibilities.

Prerequisites: Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I State certification programs, NFA's former *Fire Service Instructional Methodology*, a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson

plan. This instructor-training program must be noted on the student's application.

ACE Recommendation: In the graduate or upper division baccalaureate degree category, 3 semester hours in Education, Public Service Programs, or Fire Science.

Training Program Management (R342)

Note: Students who have successfully completed NFA's *Challenges for Local Training Officers* will not be admitted into *Training Program Management*.

Training Program Management is designed to provide training officers with the essential tools and skills to lead and manage a training function in a local fire/EMS organization. It is not designed to enhance development or presentation skills, nor is it related to the public education function. The target audience consists of those persons who have management and supervisory responsibility for the organization's training function. The training function typically includes responsibilities for obtaining and managing personnel, fiscal and facility management, program planning, and delivery. These persons coordinate a training schedule and manage training records. They also are responsible for recruiting and evaluating instructors and evaluating training impact.

Course content focuses on the job responsibilities as listed above. In addition, training liability and training technology are featured. With a hands-on approach, students explore numerous training technologies and programs designed for managing a training function. Course requirements include successful completion of home community exercises, successful completion of three course examinations, and library research and reports.

Student Selection Criteria: Students must have current responsibility for their organization's training function.

Prerequisites: Successful completion of a basic instructor training program from a local, State, or national organization. Such programs may include Instructor I State certification programs, NFA's former *Fire Service Instructional Methodology* or current *Fire Service Course*

Design, a local college or university "methods of teaching" course, or other instructor programs that require the delivery of a lesson plan. This instructor-training program must be noted on the student's application.

ACE Recommendation: In the upper division baccalaureate category, 3 semester hours in Education, Public Administration, Fire Service Management or Human Resource Management.

Challenges for Local Training Officers (R815) Volunteer Incentive Program

Note: Students who have taken NFA's *Training Program Management* are not eligible for this class.

Challenges for Local Training Officers is a 6-day course designed to provide students with the essential tools and skills to coordinate training in a small local fire/EMS organization. The target audience consists of those persons who have responsibility for the training in their organization. A training function in a smaller department typically may include conducting training drills and coordinating training with a nearby larger city or State training function. Course content deals with a variety of training challenges facing the local training officer, including dealing with personnel, program planning, delivery, training liability, etc. The course requirements including class activities, homework, two examinations and a small individual project.

Student Selection Criteria: Students must have current responsibility for their organization's training function.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 2 semester hours in Education, Public Administration, Fire Science, Emergency Medical Services, Management, or Human Resource Management.

Emergency Response to Terrorism Curriculum

A new curriculum is being developed as a result of expert and customer input on the need to

prepare the Nation's first responders, because they are the first to arrive on a terrorism incident scene. Funding support from the Bureau of Justice Assistance (BJA) is allowing NFA to accelerate the development and delivery of these courses. Additional courses with descriptions can be found under the section Distance Delivery Courses and Programs "Self Study" and "Off-campus Direct Delivery."

Emergency Response to Terrorism: Incident Management (ERT:IM) (R817) Volunteer Incentive Program

The focus of this 6-day course will be on fire service response to terrorism from an incident management approach, especially in dealing with the areas of biological, nuclear, incendiary, chemical, and explosive (B-NICE) attacks. This is an advanced-level course that presumes a working knowledge of the Incident Command System and deals with issues such as recognizing a terrorist incident, preservation of evidence, planning and intelligence, Federal response and Unified Command, hazardous materials and emergency medical services response, operations, and scene control, termination, and recovery. It uses complex simulation activities as well as case studies to allow learners to apply skills and knowledge that will assist them greatly in beginning to prepare their own communities for emergency response to terrorist action.

This course is offered through a variety of programs. **Please note that each program has a different course code.** They are the Volunteer Incentive Program (R817), the Regional Delivery Program (N817), and off-campus through grant funding (O817).

Target Audience: Personnel with incident command responsibility in the fire service, including allied professionals, such as police, military, or personnel from other government agencies who need to understand the fire service perspectives on incident management.

ACE Recommendation: In the upper division baccalaureate degree category, 3 semester hours in Criminal Justice, Fire Science, Political Science, Public Administration, Emergency Management, or Sociology.

Distance Delivery Courses and Programs

Self-Study Courses

Emergency Response to Terrorism: Self-Study (ERT:SS) (Q534)

This course is a self-paced, paper-based document and is designed to provide the basic awareness training to prepare first responders to respond to incidents of terrorism safely and effectively. Students who successfully complete the exam will be eligible for a FEMA/BJA certificate of completion.

Target Audience: Fire, emergency medical, hazmat, incident command and law enforcement responders.

ACE Recommendation: ACE has not reviewed this course.

NOTE: One can request a copy of ERT:SS through USFA Publications at (800) 238-3358, ext. 1189 or (301) 447-1189. It also can be downloaded or requests for copies can be made from the USFA's Web site:

http://www.usfa.fema.gov/nfa/tr_ertss

Fire Service Supervision: Self-Study (Q318)

This course aims to give supervisors in the fire service some fundamental notions and attitudes on stress management, time management, interpersonal communications, motivation, counseling, conflict resolution, and group dynamics. The course relies heavily on learning activities embedded throughout the text to encourage the learner to be involved actively

with the content, not just read the text from cover to cover and take a final exam.

The 160-page course is paper-based and will be available through the TRADE network as well as on the USFA Web site. Upon completion of the course, any student wishing to obtain a National Fire Academy (NFA) Certificate of Completion will need to log on to the Internet and successfully pass a final exam. Upon passing the exam, the student will receive a certificate of completion from the NFA.

The announcement of the release of this self-study course will be made through the USFA's Internet home page, <http://www.usfa.fema.gov>.

Self-Study Course for Community Safety Educators

NFA is currently in the process of developing a new Self-Study Course for Community Safety Educators. The course teaches how to do a better job of planning, implementing, and evaluating fire and life safety programs, particularly in working with various people and organizations within the community and in the student's organization.

The course provides some great tips and techniques on a variety of topics, such as methods for locating partners to assist with safety education, or techniques for locating resources for your safety programs. Students are tested through a multiple-choice exam and will receive a certificate upon successful completion of the exam.

The announcement of the release of this self-study course will be made through the USFA's Internet home page, <http://www.usfa.fema.gov>.

Emergency Response to Terrorism: Job Aid (ERT:JA)

NFA is developing an **Emergency Response to Terrorism: Job Aid (ERT:JA)**. Because of the infrequency of incidents involving weapons of mass destruction, and the specialized response actions that they likely will require, emergency first responders can benefit from a job aid to help them make decisions that will not further endanger themselves or the general public. The NFA will have the ERT:JA available for distribution in the fall of 2000.

For further information, contact the Emergency Response to Terrorism Program Manager at (301) 447-1533.

CD-ROM Course

Fire Safe Building Design for Architects and Designers



This is a self-contained CD-ROM course in NFA's Fire Prevention: Technical Curriculum. It provides an overview of design principles for architects and designers that can be used to prevent and control fires in the built environment, while also providing background in life safety considerations for protecting occupants.

A highly interactive, self-paced, and self-directed package, this course is designed to serve both as a learning tool and as a job aid for new architects and architecture interns. It combines graphics, text, narration, animation, and video to engage the student and to promote implied learning objectives.

Though not targeted at a fire service audience, this course may be made available to fire service personnel, working with architects in their communities.

Further information on this course can be obtained by calling

Fire Prevention: Technical Program Chair at:
(800) 238-3358, ext. 1209 or
(301) 447-1209
or

Instructional Systems Specialist at:
(800) 238-3358, ext. 1373 or
(301) 447-1373

Computer Conferencing Course

Emergency Medical Services Administration for Volunteers (U153)

This computer conferencing course is designed to provide training on the most critical skills for first-line managers of volunteer EMS operations. This course will use an innovative instructional technology that requires the students to practice and demonstrate such skills with one another, via the Internet. Through an online seminar and readings, students will learn about those basic management principles that apply directly to management of volunteer EMS. Students will participate from their homes or departments, and interact with the instructor and with other students by reading and posting messages and assignments through the World Wide Web, at the NFA Internet-Based Training Web page. (Because of widely varying time zones and student work schedules, no specific online session times are required.) The course will be completed over a nine-week period.

Student Selection Criteria: This course is intended for EMS managers and those who may assume such responsibility. Though primarily directed at volunteer EMS organizations within the fire service, EMS managers from combined, career, and separate service organizations also may benefit.

Prerequisite: Students must be well versed in accessing and navigating the Web, since no technical support is available from the Academy or the Instructor. Class size will be kept small to allow for regular posting and exchange of messages by participants and the instructor.

Minimum hardware and software platforms required:

- Greater than or equal to a 486 CPU with 66 MHz processor on a Windows® '95 platform, or Macintosh with System 7.1 or later;
- 16 MB of RAM;

- 28.8 Kbps modem;
- 4X CD-ROM Drive;
- Internet access (including e-mail and WWW access) through an Internet Service Provider (ISP);
- Display supporting 256 colors or greater;
- A currently supported version (not a BETA test version) of one of these Web browsers: Netscape Navigator 3.x, Netscape Communicator, Microsoft Internet Explorer 3.x or 4.x, or AOL Internet Explorer 3.0. All of these are Java-enabled and support Java Script 1.1 and plug-ins for Adobe Acrobat. (Older browsers will not support the interactivity that will be required in the course); and
- Experience sending/receiving e-mail and exploring the Web.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 3 semester hours in Fire Service, Health Care Administration, Emergency Medical Services, or Community Health Care Administration.

Regional Delivery Program

The Regional Delivery Program was developed because of limited space at the Emmitsburg campus. The Regional Delivery Program provides fire service and allied professionals the opportunity to attend NFA resident courses within their geographical region. Regional Delivery courses mirror 1- and 2-week courses normally taught at NFA's resident facility. Although minor modifications sometimes are required, basic course content and materials are the same as on-campus courses. The NFA provides two instructors per course, paralleling on-campus delivery, plus all training materials.

The NFA's Training Resources and Data Exchange (TRADE) network is the mechanism through which the Regional Delivery Program is coordinated and implemented. TRADE members consist of State- and local-level training and education administrators who are in an excellent position to determine the training needs of fire service personnel in their regions and throughout the United States.

TRADE sponsors the course deliveries, and local hosts select and coordinate training facilities,

arrange for support, provide instructional equipment, secure student housing and meals, and provide onsite administrative support. Students are responsible for costs associated with individual travel, lodging, and meals. However, NFA provides a partial stipend to eligible students to help offset travel and/or lodging expenses.

The following courses are currently available through Regional Delivery. Course descriptions can be found as indicated by the page number listed.

- *Challenges for Local Training Officers* (N815). See page 41.
- *Community Education Leadership* (N816). See page 37.
- *Emergency Response to Terrorism: Incident Management* (N817). See page 41.
- *Fire Cause Determination for Company Officers* (N811). See page 32.
- *Fire Inspection Principles* (N220). See page 34.
- *Fire Service Planning Concepts for the 21st Century* (N802). See page 29.
- *Hazardous Materials Incident Management* (N243). See page 30.
- *Initial Fire Investigation* (N216). See page 32.
- *Presenting Effective Public Education Programs* (N116). See page 36.

Course numbers listed in other sections of the catalog may differ from those listed here because these designate Regional Delivery. **When applying for a Regional Delivery course, please note on the application that the course being applied for is a Regional Delivery, and list the course dates, location, and the correct Regional Delivery course code.**

Information concerning application procedures, courses, dates, and locations of deliveries within the Regions is disseminated through the regional TRADE network, or can be obtained from the Regional Delivery Program Manager at (800) 238-3358, ext. 1128, or (301) 447-1128.

Off-Campus Hazardous Materials Course Delivery

The NFA offers support for off-campus deliveries of *Chemistry of Hazardous Materials (O234)*, *Hazardous Materials Operating Site Practices (O229)*, and *Hazardous Materials Incident Management (O243)* through State and local fire training systems. For full delivery support, these courses must be administered using either Superfund Amendments and Reauthorization Act (SARA) Title III or Hazardous Materials Emergency Planning (HMEP), formerly HMTA and HMTUSA, funds. Other funding may be used; however, certain restrictions may apply.

The NFA provides:

- student manuals for each course (full support if SARA Title III or HMEP funding is used, one master copy if other funding is used);
- audiovisual support materials (videotapes and/or slides);
- paperwork support materials, including rosters, tests, and answer keys; and
- NFA certification for successfully completed courses.

The sponsoring agency is responsible for all other costs associated with the delivery:

- contracting two instructors from NFA's qualified list;
- obtaining the necessary *Fire Chem I* books and tapes (for *Chemistry of Hazardous Materials* course only);
- site administration and support, before, during, and after delivery; and
- all return shipping costs.

In addition to these items, there are other requirements for each course.

Course descriptions for *Hazardous Materials Operating Site Practices* and *Hazardous Materials Incident Management* can be found in the Hazardous Materials Curriculum section of this catalog.

Chemistry of Hazardous Materials (O234)

This course focuses on the basic knowledge required to evaluate the potential hazards and behaviors of materials considered hazardous. It examines the reasons for the chemical behavior of hazardous materials and is designed to improve decisionmaking, safety operations, and handling.

Units of the course include the Periodic Table, placards and labels, salts, nonsalts and the hydrocarbon family, hydrocarbon derivatives, physical process of combustion, and fuel quantity. An understanding of basic chemistry is helpful to receive maximum benefit from the course.

Student Selection Criteria: Emergency response personnel who have responsibility for analysis, management, and/or tactical response to hazardous materials incidents; and fire prevention inspection, where knowledge of the chemical behavior of hazardous materials is essential.

ACE Recommendation: In the upper division baccalaureate degree category, 4 semester hours in Fire Science, Fire Technology, Chemistry, General Science, or Physical Science.

For further information on this delivery program, please contact the Program Coordinator at: (800) 238-3358, ext. 1411, or (301) 447-1411.

For information on the SARA Title III or HMEP funding in your State, please contact your State Fire Training Director or State Emergency Response Commission.

Off-Campus Direct Delivery

A strong partnership exists between NFA and State and local Fire Training Systems to advance the professional development of fire service personnel. This partnership has resulted in the ongoing development and delivery of the Academy's distance delivery curriculum.

Many volunteer and career fire service personnel cannot take time to attend resident programs, so these direct delivery courses, most of which are 2-days in length, provide training opportunities within the State and local communities. Courses are selected and cosponsored jointly by NFA and

State and local fire training systems. Evaluation of these courses by students, sponsors, and adjunct faculty nationwide helps in course revision and refinement before handing off through the Train-the-Trainer program.

How to Apply

Each year, State Fire Training Systems select Academy courses to be delivered in their States. Interested fire service personnel should contact the State Fire Training System for information on specific offerings. These offices are listed in the State Fire Service Training System section of this catalog.

For specific information regarding which Academy field courses will be offered, course locations, dates, registration, and application procedures, applicants should contact the State Fire Service Training System, which is solely responsible for all admission procedures regarding NFA courses delivered in their State.

For further information on these courses, contact the Direct Delivery Program Manager at (800) 238-3358, ext. 1084, or (301) 447-1084.

NOTE: The courses offered for the State Weekend Program are identical to those offered through the off-campus direct delivery program. The same instructors used for off-campus, nationwide deliveries teach the courses for both deliveries. The curriculum covers a variety of subjects, including fire/injury prevention, public education, company tactical operations, incident command, health and safety, hazardous materials, and leadership, among others.

State Weekend Program (On-Campus Direct Delivery)

State Weekend Programs are offered at NFA as an educational opportunity for fire and rescue personnel from specific States to attend 2-day courses. The State Weekend Program strengthens a State's fire service community through education, personal networking, and a shared collegial experience. The State Weekend Program offers students an opportunity to grow professionally through a quality educational experience and to increase their knowledge and skills to provide a safe and effective response to their communities.

State fire training agencies sponsor the weekends in cooperation with NFA. The State agency selects the courses and recruits and enrolls the students according to established student selection criteria. The NFA hosts the weekend and provides the instruction and course materials. This program provides a unique opportunity for NFA and State fire training agencies to collaborate in the delivery of a quality training program.

Course materials are provided at no cost to participants. Lodging is provided at no cost to representatives of career or volunteer departments and State/local governments. Meal costs and transportation expenses are the responsibility of the individual participants or the sponsoring agencies.

How to Apply

This program is targeted for fire service personnel with a minimum of 3 years of experience. Those interested in attending a State Weekend Program at the Academy should contact their State Fire Service Training System. Participating State systems have information on course content, transportation, and registration requirements.

For general State Weekend Program information, contact the State Weekend Program Manager at (800) 238-3358, ext. 1301, or (301) 447-1301.

The following courses are available through both the Direct Delivery and State Weekend programs.

Methods of Enhancing Safety Education (MESE) (F344)



This 2-day course is designed for those who coordinate or assist their organization in public education. The course does not teach people how to deliver safety programs; rather it supports efforts to enhance safety education in their organizations and in their communities. Content is ideal for students from smaller or volunteer organizations who wish to enhance their public

education and prevention efforts. Students will outline ideas and plans that they would like to apply when they return home. Students who take this 2-day program will be able to determine if public education is valued in their organizations and in their communities. Course content emphasizes three simple methods for establishing "roots" in public fire and life safety education:

- personal commitment to public education;
- determining and improving the organization's role in public education; and
- enhancing programs through greater community support.

Target Audience:

- Those who serve on local or State prevention or public education committees.
- Fire suppression personnel or volunteer firefighters who coordinate public education.
- Volunteer firefighters who wear many "hats," including public education.
- EMS personnel who coordinate programs such as basic life support.
- Community volunteers wishing to enhance fire and life safety efforts.
- Local schoolteachers who teach safety topics.
- Citizens who desire a more active role in safety education.
- Community health educators.
- Part-time or full-time public fire educators.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Fire Administration, Fire Prevention, or Fire Science.

Community Risk Issues and Prevention Interventions (CRIPI) (F347)



This 2-day course is designed for students who work in the field of prevention. Students learn a basic overview of the "three Es" of prevention--education, engineering, and enforcement. The

course concludes that the most effective way to combat community risk issues is to develop strategies that use all "three E's." The course is designed to provide the motivation and leadership for local organizations to enhance their prevention efforts.

Course content includes

- evaluation of the types and levels of community prevention;
- how injuries, fires, and burns can be prevented;
- strategies and countermeasures to help people understand the injury, fire, or burn event and reduce the loss; and
- prevention approaches--behavior changes, legislation, and enforcement and engineering.

Target Audience:

- Prevention personnel in local organizations.
- Persons serving on local or State prevention committees.
- Fire marshals, inspectors, and public educators.
- Career and volunteer firefighters who have prevention responsibilities.
- EMS personnel who coordinate community life-support programs.
- Community volunteers wishing to enhance fire and life safety efforts.
- Community health educators.
- Part-time or full-time public educators.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Public Administration.

Executive Skill Series: Influencing (ESS:I) (F518)

Influencing is considered a critical leadership skill, particularly at the executive level. This 2-day course will examine how leaders successfully influence others to accomplish common goals. Formally planning to influence others will be a primary discussion area within the course. Case studies of executives influencing others will be analyzed to illustrate the challenges and opportunities associated with complex situations in the public sector. This

course is for senior officers of both career and volunteer fire/emergency services organizations.

Target Audience:

- Chief of department or equivalent.
- Chief officers who head major bureaus or functions within a department (e.g., suppression, prevention, training, emergency medical services, etc.).
- Battalion-level officers of IAFC-designated "metro-size" fire departments.

Selection Priority: Sponsoring organizations should require documentation of rank/function to ensure student selection criteria are maintained.

ACE Recommendation: In the upper division baccalaureate degree category, 1 semester hour in Business Administration, Fire Science Administration, or Public Administration.

Executive Skill Series: Managing and Leading Change (ESS:MLC) (F517)

In this 2-day course, students will be introduced to a four-step model for managing change effectively. These activities include analysis, planning, implementation, and evaluation. The same model will be used to examine the executive role of leading change. A variety of activities and simulations will apply theories to contemporary issues that executive officers experience daily. This course is for senior fire officers of both career and volunteer fire/emergency services organizations.

Target Audience:

- Chief of department or equivalent.
- Chief officers who head major bureaus or functions within a department (e.g., suppression, prevention, training, emergency medical services, etc.).
- Battalion-level officers of IAFC-designated "metro-size" departments.

Selection Priority: Sponsoring organizations should require documentation of rank/functions to ensure student selection criteria are maintained.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Business Management.

Leadership I: Strategies for Company Success (LS-I) (F803)

This 2-day course presents the company officer with the basic leadership skills and tools needed to perform effectively in the fire service environment. The course includes techniques and approaches to problem-solving, ways to identify and assess the needs of the company officer's subordinates, methods for running meetings effectively in the fire service environment, and decisionmaking skills for the company officer.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, or Urban/Regional Planning.

Leadership II: Strategies for Personal Success (LS-II) (F804)

This 2-day course provides the company officer with the basic leadership skills and tools needed to perform effectively in the fire service environment. The course addresses ethics, use and abuse of power at the company officer level, creativity in the fire service environment, and management of the multiple roles of the company officer.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, or Urban/Regional Planning.

Leadership III: Strategies for Supervisory Success (LS-III) (F805)

This 2-day course provides the company officer with the basic leadership skills and tools to perform effectively in the fire service environment. The course covers when and how to delegate to subordinates, assess personal leadership styles through situational leadership, discipline subordinates, and apply coaching/motivating techniques.

Target Audience:

- Line fire officers, unit commanders, or program supervisors.
- Fire or rescue personnel due for promotion/appointment to officer rank or supervisory position within 6 months.
- Training officers, staff, or administrative officers of fire and rescue organizations.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Business Administration, Fire Science, Public Administration, or Urban/Regional Planning.

Managing Company Tactical Operations: Tactics (MCTO:T) (F451)

This in-depth 2-day course examines fire and rescue practices dealing with confinement, extinguishment, water supply, salvage, and offensive and defensive firefighting operations. This course concludes with a major fire simulation activity.

NOTE: The MCTO course deals with operational issues related to buildings up to three stories in height. Various types of occupancies will be included within this framework; however, buildings taller than three stories will not be covered.

Target Audience:

- Company officers or senior firefighters responsible for the management of a single fire company during fireground operations (NFPA 1021, *Standard for Fire Officer Professional Qualifications*, Levels I and II).
- Senior firefighters who may at times assume the responsibilities of the company officer (NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, Level II).

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Technology or Administration.

Basic Life Support and Hazardous Materials Response (BLS&HMR) (F246)

This 2-day course will emphasize critical concerns for emergency medical responders at hazardous materials incidents. Elements of this course include safety issues for emergency medical service/hazardous materials response, managing contaminated victims requiring emergency medical assistance, decontamination and treatment procedures of a basic life support nature, and transportation and receiving facilities. The course will assist the student in understanding and complying with Federal regulations and national recommendations concerning emergency medical response to hazardous materials incidents.

Target Audience: Fire and emergency medical personnel who have a responsibility for managing basic life support (operations level) emergency medical care at hazardous materials incidents.

ACE Recommendation: In the lower division baccalaureate/associate or upper division baccalaureate degree category, 1 semester hour in Fire Science, Public Administration, Community Health, or Emergency Medical Services.

Incident Safety Officer (ISO) (F719)

This 2-day course examines the Safety Officer's role at emergency responses. A specific focus on operations within an Incident Command System (ICS) as a Safety Officer is a main theme. Response to all-hazards types of situations will be emphasized.

Target Audience: Individuals who have a Safety Officer responsibility at emergency operation situations. Persons attending this course should have a working knowledge of the ICS, as taught by NFA, building construction principles, hazardous materials management, applicable NFPA guidelines, and Federal regulations.

ACE Recommendation: In the upper and lower division baccalaureate degree or associate degree category, 1 semester hour in Occupational Health and Safety or Fire Science.

Health and Safety Officer (HSO) (F720)

This 2-day course examines the Health and Safety Officer's role in identifying, evaluating, and implementing policy and procedures that affect health and safety aspects for emergency responders. Risk analysis, wellness and other occupational safety issues will be the main emphasis of this course.

Target Audience: Individuals who have department-level health and safety responsibilities. Persons attending this course should have a working knowledge of the Incident Command System, as taught by NFA, applicable NFPA and OSHA requirements and recommendations, and responsibility for setting policy for the department on such issues.

ACE Recommendation: In the upper and lower division baccalaureate degree or associate degree category, 1 semester hour in Occupational Health and Safety or Fire Science.

Incident Command System for Emergency Medical Services (ICS/EMS) (F160)

In this course, students will be introduced to the concepts of EMS-specific incident command through lecture and guided discussion. They will use scenarios, case studies, graphics, audiovisuals and role-play to demonstrate understanding of the concepts.

Target Audience: Emergency response personnel who, as a part of their regular duties, respond to small-to medium-sized emergency medical incidents requiring scene management skills. Students' responsibilities can range from first responder to field operations chief.

ACE Recommendation: In the vocational certificate or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science or Fire Administration.

Arson Detection for the First Responder (ADFR) (F201)

This 2-day course is designed specifically to provide a clear definition of the role of initial responder organizations, and to provide essential knowledge to

enable them to recognize the potential of an intentionally set fire, preserve evidence, and properly report the information to appropriate officials. The course includes the following basic topics: fire behavior, critical observations of the first responder, fire cause, scene security and evidence preservation, legal considerations, and how to report findings properly to appropriate officials.

Target Audience: This training course is designed specifically for the firefighter who is inexperienced in arson detection and the preservation of evidence at the fire scene. It is not designed for the arson-experienced firefighter or investigator.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in Fire Science.

Emergency Response to Terrorism: Basic Concepts (ERT:BC) (F531)



This 2-day course is designed to prepare first-responder personnel to take the appropriate course of action at the scene of a potential terrorist incident. The course will provide students with a general understanding and recognition of terrorism, defensive considerations (biological, nuclear, incendiary, chemical, and explosive), as well as command and control issues associated with criminal incidents. When an incident occurs, the student will be able to recognize and implement self-protective measures, secure the scene, complete appropriate notifications to local, State, and Federal authorities, and assist in completing a smooth transition from emergency to recovery and termination operations.

Target Audience: The primary target audience for this training includes hazardous materials, fire, and emergency medical services first responder personnel. The secondary audience includes law enforcement personnel, emergency communications personnel, jurisdiction emergency coordinators, public works managers, and public health providers.

ACE Recommendation: In the vocational certificate category or lower division baccalaureate/associate degree category, 1 semester hour in AAS - Fire Science or EMS Technologies.

Emergency Response to Terrorism: Tactical Considerations (ERT:TC) Courses

ERT:TC--Company Officer (ERT:TC--CO) (F552)

This 2-day course is designed to build upon the existing skills of the initial first-responding supervisor from the *Emergency Response to Terrorism: Basic Concepts* course or *Emergency Response to Terrorism: Self-Study* guide. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions.

Target Audience: Anyone who could serve as the first on-the-scene officer in a hazardous materials or emergency medical services incident. Must have a working knowledge of the Incident Command System (ICS). Students will not be taught ICS but will be expected to use ICS during class activities.

ACE Recommendation: ACE has not reviewed this course.

ERT:TC--Emergency Medical Services (ERT:TC--EMS) (F554)



This 2-day course is designed for the first on-the-scene responding EMS personnel with the responsibility to render patient care to victims of terrorist incidents. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions. The students also will apply their knowledge about responding to a terrorist event, providing patient care, identifying and preserving evidence, managing site safety, documenting the event, and debriefing personnel.

Target Audience: First on-the-scene emergency medical services personnel, who could be career

and/or volunteer firefighters, EMS, industrial contractors, allied health personnel, and members of the military or other Government agencies. **Note:** The medical protocols for rendering patient care are at the Advanced Life Support (ALS) level.

ACE Recommendation: ACE has not reviewed this course.

ERT:TC--Hazardous Materials (ERT:TC--HM) (F553)

This 2-day course is designed for the first on-the-scene responding hazardous materials technician or persons who have the responsibility of developing initial hazardous materials tactical considerations. The students will be trained in security considerations, identifying signs of terrorism, anticipating unusual response circumstances, assessing information, and initiating self-protection actions. The students also will apply their knowledge about responding to a terrorist event, managing site safety, documenting the event, and debriefing personnel.

Target Audience: First on-the-scene hazardous materials technician-level personnel, who could be career and/or volunteer firefighters, EMS, industrial contractors, allied health personnel, and members of the military or other Government agencies with hazardous materials responsibility.

ACE Recommendation: ACE has not reviewed this course.

Incident Command Systems for Structural Collapse Incidents (ICSSCI) (F322)

This 2-day course is designed to provide fire officers with an understanding of command operations at structural collapse incidents. Students completing this course will be able to:

- describe the aspects of a structural collapse;
- explain basic command procedures and ICS organizational structure;
- identify various resource levels, types, and capabilities used for structural collapse incidents;

- identify critical factors and issues that affect scene management;
- describe all unique operational considerations used at a structural collapse incident;
- describe all response operations phases associated with a structural collapse incident; and
- describe the technical rescue expertise and equipment required for safe operations and effective incident management.

Students attending should understand and be able to apply the Incident Command System (ICS) concept.

Target Audience: Individuals who have statutory authority/responsibility and may serve in a unified command structure at a structural collapse; fire command officers.

ACE Recommendation: ACE has not reviewed this course.

Incident Command System for Highrise Operations (ICHO) (F321)

This 2-day course is designed to assist emergency response officers who have responsibility for managing highrise incidents. This includes organizing resources, developing strategies, and managing tactical operations to protect life and to minimize damage during an incident. Students attending should have a

- working knowledge of basic Incident Command System organization;
- working knowledge of strategy and tactics for structural firefighting;
- knowledge of building construction; and
- understanding of the type of building systems existing in highrise buildings.

Target Audience: Anyone who would serve as a company officer/chief officer in communities that have highrise buildings.

ACE Recommendation: ACE has not reviewed this course.

Fire Prevention for First Responders and Small Departments (FPSD) (F271)



This 2-day inspirational course stresses the awareness, advocacy, and motivational content needed by those who traditionally have been focused on operations (suppression, EMS, etc.) and who seek to learn new, successful approaches appropriate for communities of all sizes, but most especially for America's smaller communities. The course focuses on identifying exciting and highly successful tools and approaches for addressing the total fire protection challenge via lessons learned in other communities, resources available, and the means and value of building partnerships and coalitions. Students will come away empowered to make change and thus build departments more effective at serving both customers and members, by learning how to manage the fire prevention function better.

Target Audience: Leaders, both today's and tomorrow's, in the Nation's smaller departments (typically those of less than 25,000 population). This course is open to all interested emergency services personnel including volunteer, career, and allied professionals, the class is intended primarily for those who have served in operations and who seek to learn more effective ways of combating the fire problem.

ACE Recommendation: ACE has not reviewed this course.

Executive Skill Series: Leading Diverse Communities Beyond Conflict (ESS:LDCBC) (F516)

This 2-day program will provide senior executives in fire and emergency service organizations with information, perspectives, and tools for taking action to harmonize the diversities within their work and stakeholder communities. The course will be a springboard for forming and launching plans of action. It will break new ground in addressing fire service culture and challenges, and position fire service

leadership in a complex yet sometimes difficult society. Finally, the course will help participants mobilize support and identify resources for making a difference. The course is intended to be a "launch pad" for action projects that will be undertaken when participants return to work. Certificates of successful completion will be awarded only upon submission of completed action plan to the National Fire Academy.

Target Audience: This course is directed to senior fire executives (battalion chief or higher). This is consistent with other ESS courses and the resident Executive Fire Officer Program. The curriculum acknowledges the diversity of fire service organizations (paid, volunteer, combination) and therefore is applicable to all fire/emergency services organizations.

ACE Recommendation: ACE has not reviewed this course.

Shaping the Future (STF) (F602)

This 2-day course is the first of two courses on midlevel management covering the skills and techniques midlevel managers will need to provide leadership and direction for their departments. The first module focuses on identifying opportunities and/or problems. Topics include environmental scanning, paradigm shifts, and methods for reframing problems accurately. The second module deals with group problem-solving techniques. The third module explains the need to quantify, justify, and communicate decisions so they will be implemented effectively. Managing change will be discussed in the final module. Topics include people who resist change, overcoming that resistance, and monitoring and evaluating the change before, during, and after implementation.

Target Audience: Individuals presently assigned to management positions who supervise first-line officers; and administrative officers responsible for significant staff functions within the organization and who report directly to top management. Individuals presently assigned to top-level management positions with limited opportunity for managerial development through formalized course work; and personnel who are upwardly mobile within their organizations and

whose chiefs of department wish to prepare them for increased managerial responsibility.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Management Science. **Note:** In order to receive credit, NFA is to require all participants to take the final examination and meet the standards that other courses have; such as 70 percent to pass and 100 percent attendance.

Managing in a Changing Environment (MCE) (F604)

This 2-day course is the second of two courses on midlevel management covering the skills and techniques midlevel managers will need to provide leadership and direction for their departments. Content includes and overview of significant economic, social, political, and technological influences affecting fire service operations. Students will have the opportunity to identify and relate these influences to their personal and professional situations; and to practice strategies for managing changes resulting from those influences.

Target Audience: Individuals presently assigned to management positions who supervise first-line officers; and administrative officers responsible for significant staff functions within the organization and who report directly to top management. Individuals presently assigned to top-level management positions with limited opportunity for managerial development through formalized course work; and personnel who are upwardly mobile within their organizations and whose chiefs of department wish to prepare them for increased managerial responsibility.

ACE Recommendation: In the lower division baccalaureate/associate degree category, 1 semester hour in Fire Science, Economics, Sociology, Management, or Business. **Note:** ACE recommended credit should be applicable only in cases where the student has passed the final examination.

Degrees at a Distance Program (Formerly the Open Learning Fire Service Program)

Increasingly, most chief and midlevel officers in the Nation's leading fire departments are being required to hold a bachelor's degree. The Degrees at a Distance Program (DDP) is an independent-study degree program sponsored by NFA, which has agreements with seven accredited colleges and universities throughout the country to offer bachelor's degrees with concentrations in fire administration/management and fire prevention technology.

DDP provides an alternative means for fire service personnel to earn a bachelor's degree or to pursue college-level learning in a fire-related course concentration without the requirement of having to attend on-campus classes. While independent study and distance learning have appealed to working adults nationally in growing numbers in the past few years, DDP is particularly attractive to fire service personnel whose fire department work shifts normally make classroom attendance difficult.

DDP institutions emphasize faculty-student interaction through written and telephone contact. Students receive detailed guidance and feedback on the required assignments and take proctored final exams at hometown locations.

Students may take DDP courses to satisfy degree requirements, or for credit only in topics of interest.

More information on the Degrees at a Distance Program can be found at:

http://www.usfa.fema.gov/nfa/tr_ddp.htm

Core Curriculum

Fire Dynamics: Study of the fluid mechanics and thermodynamic principles of fire propagation.

Applications of Fire Research: Understanding fire research programs and the implications of research results for fire prevention and protection programs.

Personnel Management for the Fire Service:

Personnel management procedures and problems in the fire service.

Advanced Fire Administration: An examination of organization and management techniques required in fire service administration.



The following nine courses directly promote the goals of Project Impact:

Political and Legal Foundations of Fire Protection:

An analysis of the legal aspects of the fire department's role in public safety.

Incendiary Fire Analysis and Investigation:

A management approach to the arson problem, presenting a variety of programs and resources available to control incendiary crime.

Fire Protection Structures and Systems Design:

Design principles involved in structural fire protection with empirical or analytical tests and prediction procedures.

Fire-Related Human Behavior: Human behavior before, during, and after fire and emergency incidents.

Fire Prevention Organization and Management:

An overview of the techniques, procedures, programs, and agencies involved in fire prevention.

Analytical Approaches to Public Fire Protection:

An introduction to analytical procedures and applications in community fire protection.

Managerial Issues in Hazardous Materials:

Examines the issues that confront hazardous materials program managers from the planning to the post incident phases.

Disaster and Fire Defense Planning: The concepts and principles of community fire risk assessment, as related to group fires and natural disasters.

The Community and Fire Threat: The sociological, economic, and political characteristics of communities and their impact on the fire problem.

How to apply: Enrollment and registration information is listed by region.

Cogswell College
1175 Bordeaux
Sunnyvale, CA 94089-1299
(800) 264-7955, ext. 105
FAX: (408) 747-0764

Region Served: Arizona, California, Nevada

University of Cincinnati
College of Applied Science
2220 Victory Parkway
Cincinnati, OH 45206
(513) 556-6583
FAX: (513) 556-4856

Region Served: Indiana, Michigan, Minnesota, North Dakota, Ohio, South Dakota, Wisconsin, Florida, Georgia

University of Memphis
University College
Johnson Hall, G-1
Memphis, TN 38152
(901) 678-2754
FAX: (901) 678-4913

Region Served: Alabama, Arkansas, Kentucky, Mississippi, Tennessee, South Carolina, Louisiana

Western Oregon University
Division of Continuing Education
and Summer Programs
Monmouth, OR 97361
(800) 451-5767 or
(503) 838-8483
FAX: (503) 838-8473

Region Served: Alaska, Colorado, Hawaii, Idaho, Montana, Oregon, Utah, Washington, Wyoming

University of Maryland
University College
Open Learning Program
University Blvd. at Adelphi Road
College Park, MD 20742
(800) 283-6832 or
(301) 985-7788
FAX: (301) 985-4615

Region Served: Delaware, Maryland, New Jersey, North Carolina, District of Columbia, West Virginia, Virginia

Western Illinois University
Extended Learning
401 Memorial Hall
Macomb, IL 61445
(309) 298-2496
FAX: (309) 298-2133

Region Served: Illinois, Iowa, Kansas, Missouri, Nebraska, New Mexico, Oklahoma, Texas

Empire State College/SUNY
Center for Distance Learning
2 Union Avenue
Saratoga Springs, NY 12866
(800) 847-3000, ext. 300, or
(518) 587-2100, ext. 300
FAX: (518) 587-2660

Region Served: Connecticut, Maine, Massachusetts, New Hampshire, New York, Pennsylvania, Rhode Island, Vermont

Specific enrollment and registration information is available through the college or university in your region.

For **general** program information, individuals may contact

Program Manager
Higher Education Programs
National Fire Academy
16825 South Seton Avenue
Emmitsburg, MD 21727
(800) 238-3358, ext. 1127 or
(301) 447-1127
FAX: (301) 447-1178
E-mail: ed.kaplan@fema.gov

Interested active Federal/military personnel serving overseas should contact the University of Cincinnati or Western Illinois University.

Other Educational Activities

Purchase of Course Materials

Selected NFA course materials are available for purchase for locally sponsored delivery from the National Technical Information Service (NTIS).

The NTIS is the central information and distribution source for more than 8,000 video programs, films, slide sets, and other media produced by or for the United States Government.

With valuable assistance from numerous individuals and organizations nationally, NFA developed these courses for use in a broad range of presentation opportunities. These training packages will assist those with training responsibilities in both the public and private sector.

The NFA provides course completion certificates. The Academy does not sanction, approve, or certify local-level instructors or course deliveries. To receive course completion certificates, the course delivery contact or instructor should submit a completed FEMA Form 75-5A, General Admission Short Form Application, for **each** student to:

NETC Admissions Office
16825 South Seton Avenue
Emmitsburg, MD 21727

The FEMA Form 75-5A can be downloaded from the NFA Web site at:

http://www.usfa.fema.gov/nfa/tr_gen.htm - Application

The certificates will be returned to the course contact or instructor for dissemination.

Academy off-campus courses, consisting of an Instructor Guide, Student Manual, and supporting audiovisual aids, are available from the NTIS.

Available courses are listed by the year of their initial release.

- Volunteer Fire Service Management (1982) (H300)
- Instructional Techniques for Company Officers (1983) (H402)
- Hazardous Materials Incident Analysis (1984) (H410)
- Fire Service Supervision: Increasing Personal Effectiveness (1985) (H310)
- Fire Service Supervision: Increasing Team Effectiveness (1985) (H320)
- Firefighter Safety and Survival: The Company Officer's Responsibility (1988) (H126)
- Firefighter Health and Safety: Program Implementation and Management (1988) (H128)
- Wildland/Urban Interface Fire Protection (1988) (H600)
- Incident Command System (1989) (H806)
- Managing Company Tactical Operations: Preparation (1991) (H375)
- Managing Company Tactical Operations: Decisionmaking (1991) (H450)
- Recognizing and Identifying Hazardous Materials, 2nd Edition (1992) (H249)
- Initial Response to Hazardous Materials Incidents: Basic Concepts (1992) (H809)
- Initial Response to Hazardous Materials Incidents: Concept Implementation (1992) (H808)
- Infection Control for Emergency Response Personnel: The Supervisor's Role and Responsibilities (1993) (H807)
- Managing Company Tactical Operations: Tactics (1993) (H451)
- Leadership I: Strategies for Company Success (1993) (H803)
- Leadership II: Strategies for Personal Success (1993) (H804)

- Leadership III: Strategies for Supervisory Success (1993) (H805)
- Rescue Systems I (1993) (H165)
- Managing Company Tactical Operations: Simulations (1995) (H452)
- Shaping the Future (1996) (H602)
- Managing in a Changing Environment (1996) (H604)
- Incident Safety Officer (1996) (H719)
- Health and Safety Officer (1996) (H720)
- Basic Life Support/Hazardous Materials (1996) (H246)
- Incident Command System for Emergency Medical Services (1996) (H160)
- Arson Detection for the First Responder (1996) (H201)
- Emergency Response to Terrorism: Basic Concepts (1997) (H531)



The following six courses directly promote the goals of Project Impact:

- Public Fire Education Planning (1983) (H270)
- Hazardous Materials: The Pesticide Challenge (1984) (H900)
- Introduction to Fire Inspection Principles and Practices (Replaces Conducting Basic Fire Protection Inspections) (1996) (H403)
- Technical Principles and Practices of Fire Prevention (1999)
- Principles of Building Construction: Combustible (1999) (H104)
- Introduction to Wildland and Wildland/Urban Interface Firefighting for the Structural Company Officer (1999) (H610)

Selected video training aids from the Academy handoff packages are available separately.

How to Purchase Courses

For information on how to order courses, contact

National Technical Information Service
5285 Port Royal Road
Springfield, VA 22161
(800) 553-6847

Train-the-Trainer Program

Through a cooperative working relationship with State and local fire training agencies, the Train-the-Trainer program provides expanded opportunities for fire service personnel to participate in Academy courses.

Model training courses are developed and field-tested nationally through the Academy's off-campus delivery program. During the field-testing period, each course is revised and modified. Upon completion of the course field test and modification phase, selected instructors from State and local fire-service training systems are invited to the Academy to become familiar with the course materials and method of delivery through Train-the-Trainer workshops. Once they finish the workshop, these Academy-trained instructors return to their local jurisdictions with a complete course package and train other instructors, as well as end users. In this way, a cadre of instructors trained to deliver Academy courses exists within the State and local fire training systems.

Eligibility

Fire service agencies meeting the Training Resources and Data Exchange Program eligibility can participate in the Train-the-Trainer Program.

The four branches of the Military and the Air Force Reserve are also invited to participate.

For more information, please contact the Train-the-Trainer Program Manager at (800) 238-3358, ext. 1376, or (301) 447-1376.

Training Resources and Data Exchange Program (TRADE)

The Training Resources and Data Exchange (TRADE) program is a regionally based network designed to foster the exchange of fire-related training information and resources among Federal, State, and local levels of government.

TRADE was initiated in 1984 to address the difficulties that State and local fire training systems were experiencing in disseminating quality-training programs effectively. The essential components of the TRADE system are the 10 regional networks that correspond to the

existing Federal regional boundaries. These networks provide a mechanism for the exchange of resources and materials within and among Regions. Regional TRADE co-chairs, one selected from the State fire training systems and the other from the metropolitan fire services in each Region, serve as the points of contact for both intraregional and interregional networking activities.

The TRADE network consists of the directors of the 50 State Fire Service Training Systems and senior executive training officers from the Nation's largest fire departments. Metropolitan fire department TRADE representatives are from the largest fire departments in each State or those fire departments which protect populations greater than 200,000 and/or have more than 400 uniformed personnel.

The objectives of TRADE are to:

- identify fire, rescue, and emergency medical services training and education needs at the regional level;
- identify and exchange training and education programs and resources within Regions and replicate, whenever possible, those resources;
- provide NFA with an annual assessment of fire training and education resource needs within the Region, together with recommendations as to how TRADE can better support Federal, State, and local fire training and education systems; and
- identify national trends that have an impact on fire-related training and education.

Every 2 years all participating members are invited to attend a national TRADE conference, held at NFA, which provides structured opportunities for the exchange of fire-related training and educational materials, as well as peer networking. On alternate years, there is a meeting of the 20 regional TRADE co-chairs. Each regional network meets periodically with its membership for the same purposes.

For further information, contact the TRADE Program Manager at (800) 238-3358, ext. 1128, or (301) 447-1128.

Learning Resource Center

The Learning Resource Center (LRC) is the campus library for students attending NFA, the Emergency Management Institute, and other training and education programs sponsored by FEMA. A collection of over 50,000 books, reports, magazines, and audiovisual materials, the LRC facilitates and supports student and faculty research and curriculum development and design.

Reference Service

Visit, write or call the LRC for information. The LRC routinely supplies answers to simple requests such as an organization's telephone number and address, or a publication's source and price, etc. In answer to more complex subject inquiries, the LRC staff will do literature searches, compile bibliographies, and, depending on copyright restrictions, provide documentation in the form of reports and articles.

Loan

Only FEMA personnel and NETC faculty and students may borrow materials from the LRC. However, via interlibrary loan through their local

libraries, the general public can access the LRC's collection of books and research reports. Audiovisuals, magazines, and general reference materials are noncirculating.

Hours

The LRC's schedule of hours changes on days surrounding major holidays and on the weekends. Call ahead when visiting the LRC at these times. Regular hours (EST) are as follows:

Monday – Thursday	8:30 a.m. – 9:00 p.m.
Friday	8:30 a.m. – 5:00 p.m.
Saturday	4:00 p.m. – 8:00 p.m.
Sunday	12:00 p.m. – 4:00 p.m.

Addresses and Phone Numbers

National Emergency Training Center
Learning Resource Center
16825 South Seton Avenue
Emmitsburg, MD 21727
netclrc@fema.gov (e-mail)
www.lrc.fema.gov (Internet)
1-800-638-1821
301-447-1030
301-447-3217 (fax)

Other Educational Opportunities

The Emergency Management Institute (EMI)

The Emergency Management Institute (EMI) is located at the NETC with NFA and provides training to enhance emergency management practices in the United States through a nationwide program of resident and nonresident instruction. EMI offers a number of courses of interest to firefighters, especially fire chiefs, in the area of community preparedness.

Approximately 6,000 students attend resident courses each year, while approximately 100,000 individuals participate in nonresident programs sponsored by EMI and conducted by State emergency management agencies. Another 150,000 individuals participate in EMI-supported exercises each year.

Instruction focuses on the four phases of emergency management: mitigation, preparedness, response, and recovery. Curricular areas of study include natural hazards (earthquake, hurricane, flood), technical hazards (hazardous materials, radiological protection), counter-terrorism, leadership, instructional methodology, exercise design and evaluation, information technology, public information, and integrated emergency management.

The mix of individuals attending EMI training reflects the nature of emergency management. They represent local, State, and Federal agencies; allied professions; the private sector; and volunteer organizations. Representatives of private, nonprofit organizations, such as schools and colleges, volunteer groups, and professional organizations also participate. The EMI curriculum is structured to meet the needs of this diverse audience with an emphasis on how the various elements work together in emergencies to save lives and to protect property.

The application procedure for EMI courses differs significantly from the NFA procedure. Fire service personnel interested in obtaining more information on EMI courses and admissions procedures should contact

Office of Admissions, Building I, Room 216
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, MD 21727-8998
(800) 238-3358, ext. 1035
FAX (301) 447-1441

Further information on EMI is available on the Internet at:

<http://www.fema.gov/EMI>

The Emergency Education NETwork (EENET)

The Emergency Education NETwork (EENET) is a satellite-based distance learning system used by FEMA to bring interactive training programs into virtually any community nationwide. You can tune in every Wednesday afternoon at 2:00 p.m. (Eastern time) and watch EENET. With a wide variety of programs for the public safety community, there's something for everyone.

The **first Wednesday** of each month is the EENET for Trainer Series, programming designed especially for use by State and local emergency services trainers.

The **second Wednesday** and **fifth Wednesday** of each month is the Disaster Operations Series. These programs cover the spectrum of disaster operations and emergency services issues in areas of natural and technological disasters.

The **third Wednesday** of each month is National Alert. Our award-winning video journal showcases exemplary programs across the country and the latest in emergency management news. Many segments are contributed by local emergency and fire officials who share what works in their communities.

The **fourth Wednesday** of each month is the Mitigation Series. This series provides learning tools for local officials, homeowners, businesses, and other groups to mitigate future disaster losses through loss reduction strategies.

EENET Awards

FEMA's Emergency Education NETwork is a leader in the distance learning community and has been recognized often for its creative work in bringing emergency management training to a national audience.

Over the past few years, EENET has received many national awards for programming. Among them are 20 Communicator Awards. In 1998, EENET received two Gold 20th Anniversary Classic Telly Awards (best programming of 20 years). These will join the nine other silver and bronze Telly Awards already received.

In 1997, EENET was honored with its first international recognition as the recipient of a "Certificate of Creative Excellence" from the International Film and Video Festival for a program in the National Alert Series.

All programming is open, and is in the public domain, so that any community with access to a C-band or Ku-band satellite dish or a community cablevision provider can receive broadcasts and participate in the training programs.

Program Information

For schedules of EENET training activities and informational programming, or to be placed on an electronic mailing list, visit the EENET Web site at:

<http://www.fema.gov/emi/eenet/htm>

or contact:

Emergency Education NETwork (EENET)
National Emergency Training Center
16825 South Seton Avenue
Emmitsburg, Maryland 21727
(800) 500-5164
(301) 447-1068
email: eenet@fema.gov

The National Fallen Firefighters Memorial

Since 1981, the National Fallen Firefighters Memorial, located on the campus of the National Fire Academy, has stood as the national symbol of honor to America's firefighters. In 1990, the U.S. Congress designated the monument as the "official national memorial to volunteer and career firefighters who die in the line of duty."

Each October, a grateful Nation honors its fallen heroes during the National Fallen Firefighters Weekend. The Weekend celebrates how these brave men and women lived and what they stood for in their communities. This year's Weekend will take place October 7 and 8, 2000. Students attending classes beginning on October 9 will have the opportunity to participate in the activities. Last year, students came in early to serve as family escorts, Honor Guard, and protocol officers.

In 1997, Federal Emergency Management Agency Director James Lee Witt transferred responsibility for the Weekend to the nonprofit National Fallen Firefighters Foundation. Congress established the Foundation in 1992 to honor and remember America's fallen fire heroes and to provide support to their survivors in the rebuilding of their lives.

Saturday, October 7, 2000, will be set aside as a day for families and coworkers of fallen firefighters. Through a variety of activities they will share experiences, make lasting friendships, and look ahead. At the end of the afternoon, families and their fire service escorts will get together for a relaxing picnic. At dusk, families and fire service friends will gather for a beautiful candlelight, musical tribute at the National Memorial.

The service will conclude with audience participation in the lighting of the Remembrance Candle.

On Sunday, October 8, 2000, families will join in a private Chapel Service in the historic National Fallen Firefighters Memorial Chapel. The Chapel provides a beautiful setting for this service steeped in fire service tradition. Following the Chapel Service, thousands are expected to participate in the National Memorial Service. Highlights will include special fire service and family tributes, presentations of American flags to each family, and a Presidential message and wreath. Last year, more than 80 Honor Guard units from across the country joined in honoring their fallen comrades. At the conclusion of the ceremony, dignitaries will unveil a plaque listing the name of each fallen firefighter who died in the line of duty during 1999.

America's fire service has a rich heritage based in community involvement. The Foundation is creating a National Memorial Park to tell this story. When completed, it will be the first permanent memorial area in the country honoring all members of the fire service. The Park will include a Visitors' Center, a "Walk of Honor," memorial plazas, the Memorial Chapel, and the official monument honoring all firefighters. The initial section of the brick walk was unveiled in August 1999, a significant step in making the Memorial Park a reality.

For more information on the Memorial Weekend or other Foundation programs, visit www.firehero.org or contact the Foundation at:

P.O. Drawer 498
Emmitsburg, Maryland 21727
E-mail: firehero@erols.com
Phone: (301) 447-1365

National Fire Academy Staff

Dr. Denis Onieal, Superintendent, responsible for leadership, management, and implementation of all National Fire Academy courses and programs. Previous experience: started as firefighter in Jersey City, New Jersey, in 1971. Rose through the ranks to become Deputy Fire Chief in 1991 and Acting Fire Chief in 1995. Assistant Professor in New York University Graduate School of Education since 1991. Authored more than 20 publications on fire-related issues. Education: Ed.D., Education, New York University; M.P.A., Public Administration, Fairleigh Dickinson University; B.Sc., Fire Administration, Jersey City State College. Also a graduate of the Federal Executive Institute in Charlottesville, Virginia.

Polly Barnett-Birdsall, Instructional Systems Specialist, responsible for course development and revision. Previous experience: program manager, Navy Campus Education Center, Iceland; career counselor, Rhode Island Department of Education; college research assistant at Evaluation and Research Center. Education: M.A., Counselor Education.

Gerry N. Bassett, Program Chair, Training and Public Education, responsible for course deliveries, course content and criteria, faculty recruitment and selection, and development of training and safety education curriculum. Back-up to the Branch Chief. Previous experience: instructor, developer, and manager of training and education curriculum for private industry, government, and secondary school systems. Education: M.A., Higher Education Administration.

Louis W. Bloom, Instructional Systems Specialist, responsible for course development and revision. Previous experience: employee development specialist, Internal Revenue Service; education specialist, Department of Defense; public high school instructor. Education: B.J., Journalism; B.S., Education; M.S., Instructional Systems Technology.

Carol A. Bouma, Supervisory Instructional Systems Specialist, responsible for management of branch, course development and revision activities. Previous experience: methods and procedures analyst, Bureau of Health Insurance; computer systems analyst, Internal Revenue Service; college and high school mathematics instructor. Education: B.S., Computer Science; M.A., Teaching.

Jo Ann Boyd, Program Support Assistant, responsible for obtaining instructors for NFA Resident, Regional, Direct Delivery, and State Weekend Programs, and for printing of all NFA course materials. Provides support to on and off campus programs. Previous experience: employed at NFA since 1989; 2 years with the NETC Management Operations and Student Support Branch, including 1 year in Admissions and 1 year in Procurement. Education: A.A., Secretarial Science.

Cathy Broughton, Program Support Assistant, responsible for obtaining services in support of course development, financial tracking, logistical coordination, and administrative/clerical support. Previous experience: procurement clerk, U.S. Air Force; procurement clerk, Contracting Office; secretary, U.S. Embassy, Riyadh, Saudi Arabia; and payroll manager for a nine-county CETA program.

Charles J. Burkell, Program Chair, Executive Development, responsible for course deliveries, course content and criteria, faculty recruitment and selection, and development of training curriculum, including the Executive Fire Officer Program, Harvard Fellowship Program, and Applied Research Projects. Previous experience: career and volunteer fire service; EMS management; private and public sector consultant in management and organizational development. Education: A.A.S., Fire Technology; B.S., Technical Education; M.B.A., Business Administration.

Dr. Burton A. Clark, EFO, Program Chair, Management Science, responsible for course deliveries, course content and criteria, faculty recruitment and selection, and development of training curriculum. Experience: 30 years in the fire/EMS service. Education: B.S., Business Administration; M.A., Education; Ed.D., Adult Education; Executive Fire Officer Program graduate. National Certification: Fire Officer IV, Instructor III, Educator III.

V. Diane Close, Field Training Specialist, Program Manager for Train-the-Trainer and Instructor In-Service Training. Previous experience: 19 years with FEMA, including 10 years in the NETC Admissions Office.

Trina L. Clever, Instructional Systems Specialist, responsible for course development and revision. Previous experience: remedial reading/language arts teacher, Pruntytown, West Virginia; electronic warfare signal analyst, U.S. Army; quality assurance specialist, U.S. Army; arms control specialist, U.S. Army; terminology standardization specialist, U.S. Air Force. Education: B.S., Education.

Julie A. Davis, Field Training Specialist, responsible for coordination of off-campus direct deliveries in all 10 FEMA Regions. Previous experience: employed at NFA since 1980. Education: B.A., Social Welfare.

Roxane L. Deardorff, Secretary, Office of the Superintendent, lead NFA secretary responsible for administrative coordination and guidance. Previous experience: 9-1/2 years with Department of the Army as management assistant, secretary to the Director of Logistics, and secretary on General's staff.

Jeff T. Dyar, Program Chair, Emergency Medical Services, responsible for EMS course deliveries, course content and criteria, directs EMS course development and implementation. Previous experience: 26 years in EMS as Basic Life Support (BLS) and Advanced Life Support (ALS) provider; 13 years in career and volunteer fire suppression; 5 years as college-level EMS educator and program director. Training: Nationally registered paramedic; certified instructor for BLS, ACLS; Pre-Hospital Trauma Life Support (PHTLS); high-angle rescue, and SCUBA. Education: A.S., Fire Science.

Rebecca A. Eiker, Program Support Assistant, Previous experience: employed at NFA since 1979; secretary, Walter Reed Army Medical Hospital, Armed Forces Institute of Pathology, Department of the Army. Education: Graduate, Maryland Medical Secretarial School.

Terry P. Gladhill, Program Analyst, responsible for NFA's financial/budgetary liaison support. Previous experience: employed at NFA since 1980.

Joyce E. Glass, Fire Program Specialist, responsible for client services, marketing, conference coordination. Assists with management of editorial and program support contract, preparation of special reports, catalog of courses, and coordination assistance for special groups, meetings, and visitors. Previous experience: employed with the NFA since 1989. Education: A.A., Executive Secretarial.

Terry G. Glunt, Training Specialist, responsible for assessing the training capabilities of the various curriculum and program areas assigned to NFA. Previous experience: Over 23 years' Advanced Life Support provider as a Line Officer, Training Captain, and Assistant Chief. 20 years' safety/health management; FEMA and USDA Safety Manager, DOD, and private sector safety specialist. Education: A.A., Liberal Arts.

Karen E. Haines, Program Support Assistant, responsible for providing administrative and programmatic support to Curriculum Development and Client Services Branch. Previous experience: employed at NFA since 1987. Education: A.A., Business Administration; B.S., Accounting.

Colleen Heilig, Program Chair, Planning and Information Management, responsible for course deliveries, course content and criteria, faculty recruitment and selection, and development of training curriculum. Previous experience: 22 years of experience in emergency service management and administration, training, and education; Assistant Director of County Emergency Medical Services; Director of Disaster Services; FEMA Hazard Mitigation Officer on over 30 presidential Disaster Declarations. Education: OLFSP, Fire Administration, B.P.S. Emergency Service Administration.

Susan M. Hernandez, Instructional Systems Specialist, responsible for course development and revision. Previous experience: Teacher with the Fauquier County, Virginia, Home Bound student program for physically and emotionally disabled students. Behavioral Science Specialist for the Department of the Army at Ft. Richardson, Alaska, Drug and Alcohol treatment center. University of Alaska Administrative Assistant to the Peter's Creek/Chugach campus Dean, Department of Defense ASVAB Test Specialist for Maryland, Virginia, West Virginia, Washington, DC, and Delaware. Education Specialist with the Support Systems Branch, Emergency Management Institute. Education: B.A., English/History with Secondary Education certification. Graduate work in Educational Psychology (psychometrics certification).

Bruce W. Hisley, Program Chair, Fire Prevention: Technical Programs, responsible for course deliveries, course content and criteria, faculty recruitment and selection, and development of training curriculum. Previous experience: 24 years in the fire service, retired division chief; developer and instructor of community college fire service courses; member of NFPA Standard-making Committee; certified national fire prevention inspector. Education: A.A., Fire Science.

Edward J. Kaplan, Education Specialist, responsible for the NFA Higher Education Program including Degrees at a Distance. Previous experience: 20 years with NFA, including management of outreach training and education programs. Education: B.A., History and Government; M.S., Public Administration.

John P. Kimball, Program Chair, Hazardous Materials and Counterterrorism. Responsible for course deliveries, course content and criteria, faculty recruitment and selection, and development of training curriculum. Previous experience: 23 years in a major fire and rescue department; former Chief Officer, assignments included Operations, Technical Services, and Training. Seven years' experience as project manager for development of industrial hazardous materials training, planning, and response programs and loss prevention and asset protection projects. Certified Fire Protection Specialist. Education: A.A.S., Fire Science; B.S., Technology Management.

Ralph King, Instructional Systems Specialist, responsible for course analysis, design, development, and revision. Previous experience: public high school art and photography teacher; photographer, technical equipment illustrator, primary instructor and course manager for development courses on instruction, project manager for professional development of educational personnel, instructional multimedia developer and Web developer and Directorate Web Coordinator, Department of Defense. Previous part-time experience: Community Board President and martial arts instructor. Education: B.F.A., Education; M.A., Publication Design; M.S., Technology for Education.

Jan D. Kuczma, Chief, Technical Programs Branch, manages Branch activities; member of EPA/FEMA Coordinating Committee; guest lecturer, FBI Academy. Previous experience: employed at NETC since 1981; Acting Program Chair for Hazardous Materials Management and Planning; Education Program Chair; Lead Instructor for NFA hazardous materials courses. Education: B.A., Chemistry and Biology.

Tonya L. Long, Program Support Assistant, responsible for obtaining services, supplies, and other requirements in support of course delivery. Direct administrative/programmatic support for the programs/activities within the Direct Delivery Program and Degrees at a Distance Program. Previous experience: secretary/clerk-typist, NFA; word processing/clerical positions, NFA and EMI support contractors; clerk-typist, Federal Bureau of Investigation.

Marjean Meyer, Secretary to the Executive Programs Branch Chief. Previous experience: Secretary, Department of the Army; Manager, private college admissions office; legal clerk/Notary Public, Naval Legal Services Office, Secretary, private law firm, and freelance writer.

Myrna Mood, State Weekend Program Manager, responsible for management and coordination of the on-campus State Weekend Program. Previous experience: more than 28 years in Federal system, 23 years with U.S. Fire Administration in various positions. Served with local volunteer ambulance corps. Education: Several college-level courses; several NFA Field and Resident courses.

Robert Murgallis, Program Chair, Emergency Incident Policy and Analysis, responsible for course content and criteria, faculty recruitment and selection, development of training curriculum. Previous experience: consultant and course developer in the area of incident management; contract instructor at NFA and in community colleges for 14 years; 31 years in major fire and rescue department, retiring as Deputy Fire Chief. Education: A.S., Fire Science; B.A., Public Administration with concentration in Manpower Management; Graduate, Executive Fire Officer Program.

Virginia G. Nocon, Program Support Assistant, responsible for providing administrative and programmatic support to on-campus hazardous materials programs, emergency incident policy and analysis programs, public education and training programs, simulation and training network, and management science's postcourse projects. Previous experience: stenographer/secretary; assistant to insurance company chief accountant; 13 years as operations assistant for a California retail banking institution; and as auditor in a mortgage corporation for secondary marketing. Education: A.A., Commerce.

R. Wayne Powell, Program Chair, Fire Prevention: Management, responsible for leadership, marketing, and advocacy regarding course deliveries, course content and criteria, faculty recruitment and selection, and development of training curriculum. Previous experience: served in operations and training at municipal, county, and State levels as volunteer and career fire/EMS officer, including work in public relations, fire prevention, and fire equipment industry. Education: A.A., Fire Science; B.A., Fire Administration.

Rebecca A. Ryan, Field Training Specialist, responsible for managing the National Training Resources and Data Exchange (TRADE) Program, the off-campus Regional Delivery Program, and the Volunteer Incentive Program. Previous experience: elementary teacher, and nearly 20 years' experience in the outreach (field) program area of the NFA. Education: B.A., Social Studies; M.B.A., Business Administration (with a concentration in Human Resources Management).

Beverly K. Shockey, CPS, Secretary, Technical Programs Branch. Previous experience: Secretary in USFA Site Administration Branch 12-1/2 years; Library Clerk, Fort Detrick Medical Library; Secretary/Bookkeeper, Oil Company 17 years. Training: completed courses and testing to obtain Certified Professional Secretary rating in 1997. Successfully completed FEMA's Career Enhancement Program in June 1999.

Angela Weathers, Program Support Assistant, responsible for coordinating the off-campus hazardous materials grants program. Previous experience: college and high school teacher, 10 years as interior designer working for national company and in own business; 7 years providing administrative support for the Office of Environmental Restoration at the Department of Energy. Education: Graduate of the USDA New Leader Program, B.A., Fine Arts.

Douglas R. Williams, Program Chair, Arson Mitigation, responsible for course deliveries, course content and criteria, faculty recruitment and selection, and development of training curriculum. Previous experience: 8 years of corporate experience in developing, managing, and publishing fire/rescue training programs; 16 years of combined volunteer/career fire service experience as firefighter, line officer, and communications specialist.

Cynthia S. Wivell, CPS, Secretary, office of the Deputy Superintendent, responsible for providing senior-level administrative support. Previous experience: 7 years with Department of the Army; 2 years with Department of the Interior. Education: A.A., Executive Secretarial.

Hugh E. Wood, Chief, Executive Programs Branch, responsible for overseeing branch operations and activities. Previous experience: 5 years as Program Chair for Emergency Incident Policy and Analysis responsible for course content and criteria, faculty recruitment and selection, and development of training curriculum; 23 years in a major fire and rescue department, former chief officer; assignments included operations, training, and fire and arson investigation. Education: A.A.S., Fire Investigation; B.S., Technology and Management; M.A., Human Resource Management.

State Fire Service Training Systems

Executive Director
Alabama State Fire College
2015 Phoenix Drive
Tuscaloosa, AL 35405
(205) 391-3776
FAX: (205) 391-3747

Administrator
Fire Service Training
5700 East Tudor Road
Anchorage, AK 99507-1225
(907) 269-5789
FAX: (907) 279-2106

Director of Fire Training
Office of the State Fire Marshal
Fire Service Training
Department of Building & Fire Safety
99 East Virginia, Suite 100
Phoenix, AZ 85004
(602) 255-4964, ext. 222
FAX: (602) 255-4961

Director
Arkansas Fire Academy
SAU-Tech
P.O. Box 3499
East Camden, AR 71711
(870) 574-1521
FAX: (501) 574-0817

Division Chief
CDF State Fire Training
P.O. Box 944246
Sacramento, CA 94244-2460
(916) 445-8575
FAX: (916) 445-8128

Director of Fire Training
Colorado Division of Fire Safety
700 Kipling Street, Suite 1200
Denver, CO 80215
(303) 239-4463
FAX: (303) 239-4405

Director
Connecticut Fire Academy
34 Perimeter Road
Windsor Locks, CT 06096-1069
(860) 627-6363 ext. 272
FAX: (860) 654-1889

Director
Delaware State Fire School
1461 Chestnut Grove Road
Dover, DE 19904
(302) 739-4773
FAX: (302) 739-6245

Superintendent
Division of State Fire Marshal
Bureau of Fire Standards and Training
Florida State Fire College
11655 Northwest Gainesville Road
Ocala, FL 34482-1486
(352) 732-1330
FAX: (352) 732-1374

Director
Georgia Fire Academy
1000 Indian Springs Drive
Forsyth, GA 31029
(912) 993-4670
FAX: (912) 993-4406

Hawaii State Fire Council
3375 Koapaka Street, Suite H-425
Honolulu, HI 96819
(808) 831-7778
FAX: (808) 831-7777

Director
Idaho Emergency Services Training
650 W. State Street, Room 324
Boise, ID 83720-0095
(208) 334-3216 X329
FAX: (208) 334-2365

Director
University of Illinois
Fire Service Institute Building
11 Gerty Drive
Champaign, IL 61820
(217) 333-3800
FAX: (217) 244-6790

Director
Indiana State Fire Marshal's Office
Indiana Government Center
South Building, Room E241
402 West Washington Street
Indianapolis, IN 46204
(317) 232-2169
FAX: (317) 233-0497

Executive Officer
Fire Service Institute
Iowa State University
Haber Rd.
Ames, IA 50011-3100
1-888-469-2374
FAX: (515) 294-2156

Director Fire Service Training
Division of Continuing Education
University of Kansas
1515 Andrews Dr.
Lawrence, KS 66047-1625
(785) 864-4467 or 4790
FAX: (785) 864-5074

Program Director
Fire/Rescue Training Branch
2624 Research Park Dr., Rm. 103
Lexington, KY 40512-4092
(606) 246-3100 Ext. 1106
FAX: (502) 564-4800

Director
LSU Fire & Emergency Training Institute
Division of Continuing Education
6868 Nicholson Drive
Baton Rouge, LA 70820
1-800-256-3473
FAX: (225) 765-2416

State Administrator
Fire Training & Education
S.M.T.C.
Fort Road
South Portland, ME 04106-9678
(207) 767-9556
FAX: (207) 767-9678

Director
Maryland Fire & Rescue Institute
University of Maryland
College Park, MD 20742
1-800-543-1245
FAX: (301) 220-0923

Director
Massachusetts Firefighting Academy
State Road, Box 1025
Stow, MA 01775
(978) 567-3100
FAX: (978) 567-3121

Director
Michigan Firefighter's Training Council
7150 Harris Drive
Lansing, MI 48913
(517) 322-5461
FAX: (517) 322-6540

State Director of Fire Training
State Colleges & University
Metropolitan State University
1450 Energy Park Drive, Suite 100B
St. Paul, MN 55108-5218
(651) 649-5411
FAX: (651) 649-5409

Director
Mississippi Fire Academy
#1 Fire Academy USA
Jackson, MS 39208
(601) 932-2444
FAX: (601) 932-2819

Associate Director
MO Fire & Rescue Training Institute
201 S. 7th St., 240 Heinkel Bldg.
University of Missouri-Columbia
Columbia, MO 65211-0001
1-800-869-3476
FAX: (573) 882-0678

Director
MSU Fire Training School
P.O. Box 6010
Great Falls, MT 59406-6010
(406) 761-7885
FAX: (406) 771-4317

Chief Instructor
State Fire Marshal Training Division
2324 North Wheeler Ave.
Suite 511
Grand Island, NE 68801-2357
(308) 385-6892 or 6893
FAX: (308) 385-6890

Director
Fire Marshal Training
State Fire Marshal Division
107 Jacobson Way
Carson City, NV 89711
(775) 687-6499
FAX: (775) 687-4633

Director
NH Division of Fire Standards
NH Fire Academy and Training
10 Hazen Drive
Concord, NH 03305
(603) 271-2661
FAX: (603) 271-1091

Supervisor
Office of Training & Certification
Division of Fire Safety
NJ Dept. of Community Affairs
101 South Broad Street, P.O. Box 809
Trenton, NJ 08625-0809
(609) 633-6321
FAX: (609) 633-6744

Director
NM Firefighters Training Agency
P. O. Box 239
200 Aspen Road
Socorro, NM 87801
(505) 835-7521
FAX: (505) 835-7506

State Fire Administrator
Office of Fire Prevention and Control
NY State Department of State
41 State Street
Albany, NY 12231
(518) 474-4765
FAX: (518) 474-0050

Deputy Commissioner of Insurance
NC Fire & Rescue Services Division
P. O. Box 26387
Raleigh, NC 27611
(919) 733-5435
FAX: (919) 733-9076

Executive Director
North Dakota Firemen's Association
P.O. Box 6127
Bismark, ND 58506-6127
(701) 222-2799
FAX: (701) 222-2899

Superintendent
Ohio Fire Academy
Division of State Fire Marshal
8895 East Main Street
Reynoldsburg, OH 43068
(614) 752-7207
FAX: (614) 752-7213

Director
Fire Service Training
1723 West Tyler
Oklahoma State University
Stillwater, OK 74078-8041
1-800-304-5727
FAX: (405) 744-7377

Assistant Director
Board of Public Safety
Standards & Training
550 N. Monmouth Avenue
Monmouth, OR 97361
(503) 378-2100, ext. 203
FAX: (503) 838-8907

Administrator
Pennsylvania State Fire Academy
State Fire Commissioner's Office
1150 Riverside Drive
Lewistown, PA 17044-1979
(717) 248-1115
FAX: (717) 248-3580

Director
Rhode Island Fire Academy
Division of Fire Safety
24 Conway Ave. Bldg. 42
Quonset/Davisville Industrial Park
North Kingstown, RI 02852
(401) 294-0861
FAX: (401) 295-9092

Superintendent
South Carolina Fire Academy
141 Monticello Trail
Columbia, SC 29203
(803) 896-9864
FAX: (803) 896-9856

Director
Fire Service Training
118 West Capitol
Pierre, SD 57501
(605) 773-3562
FAX: (605) 773-6631

Fire Training Coordinator
Tennessee State Fire School
1303 Old Fort Parkway
Murfreesboro, TN 37129-3312
(615) 898-8010
FAX: (615) 893-4194

Interim Division Head
Fire Protection Training Division
Texas Engineering Extension Service
Texas A & M University
P.O. Box 1104
College Station, TX 77843-1104
(409) 845-7641
FAX: (409) 847-9304

Director
Utah Fire & Rescue Academy
Utah Valley State College
3131 Mike Jense Parkway
Provo, UT 84601
(801) 764-7720
FAX: (801) 371-0334

Vermont Fire Service Training Council
P.O. Box 53, Furnace Road
Pittsford, VT 05763
(802) 483-2577
FAX: (802) 483-2464

Director
Fire Training & Education
Department of Fire Programs
James Monroe Building
101 N. 14th Street, 18th Floor
Richmond, VA 23219
(804) 371-0220
FAX: (804) 371-0219

State Fire Marshal
Washington State Patrol
210 11th Avenue
P. O. Box 42600
Olympia, WA 98504-2600
(360) 753-0404
FAX: (360) 753-0398

Program Leader
Fire Service Extension
State Fire Training Center
West Virginia University
P. O. Box 6610
Morgantown, WV 26506-6610
(304) 293-2106
FAX: (304) 293-2107

Director
Fire Education & Training
310 Price Place
P. O. Box 7874
Madison, WI 53707
(608) 266-7289
FAX: (608) 266-1690

Training Coordinator
Fire Prevention & Electrical Safety
Herschler Building 1W
122 W. 25th Street
Cheyenne, WY 82002
(307) 777-7288
FAX: (307) 777-7119

NATIONAL FIRE ACADEMY

SCHEDULE OF COURSES

OCTOBER 1, 2000 – SEPTEMBER 30, 2001

FIRST SEMESTER

SECOND SEMESTER

Executive Development Curriculum	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R123 Executive Development	9-20			8-19 22-2		5-16 19-30			21-1	18-29		6-17	10-21
R125 Executive Leadership	9-20				5-16	19-30		23-4		4-15	23-3		10-21
R130 Strategic Management of Change		27-8		8-19	5-16 19-2	5-16				4-15	9-20	6-17	10-21
R810 Leadership and Administration (VIP)*		12-17			18-23 25-2								23-28
Management Science Curriculum								APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R107 Fire Service Communications	23-3		11-22		5-16			23-4	21-1			20-31	
R331 Organizational Theory in Practice				8-19 22-2					7-18	4-15	9-20 23-3		
R332 Interpersonal Dynamics in Fire Service Organizations	9-20		11-22	22-2	5-16	19-30		23-4		18-29	9-20	6-17	10-21
Emergency Medical Services Curriculum	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R150 Management of Emergency Medical Services	9-20			22-2					21-1		23-3	20-31	
R151 Advanced Leadership Issues in Emergency Medical Services	23-3				5-16	19-30			7-18			20-31	
R247 Advanced Life Support Response to Hazardous Materials Incidents	23-3			8-19					7-18			6-17	
R152 Emergency Medical Services: Special Operations		27-8				5-16		23-4			23-3		10-21

* Students arrive Saturday evening, begin classes Sunday, graduate Friday afternoon, leave Saturday morning.

Additional dates: National Fallen Firefighters Memorial Service is October 7-8, 2000

R120 Executive Fire Officer Program Symposium is April 19-22, 2001

National TRADE Conference is November 5-8, 2000

FIRST SEMESTER							SECOND SEMESTER						
Incident Management Curriculum	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R306 Executive Analysis of Fire Service Operations in Emergency Management			11-22					23-4		18-29		20-31	
R304 Command & Control of Fire Department Operations at Mulit-Alarm Incidents	9-20			22-2				2-13	7-18 21-1		9-20 23-3		10-21
R308 Command & Control of Fire Department Operations at Natural & Man-Made Disasters				8-19		19-30				4-15		6-17	
R314 Command & Control of Fire Department Operations at Target Hazards*		12-17	3-8		4-9 18-23	4-9 11-16		1-6 8-13					23-28
R801 Command & Control of Incident Operations (VIP)*		12-17			11-16 18-23 25-2	4-9							23-28
Planning & Information Management Curriculum	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R333 Fire Service Financial Management				22-2				23-4 (2 sessions)		18-29	23-3	20-31	
R506 Executive Planning	23-3							2-13	21-1 (2 sessions)			6-17 (2 sessions)	
R499 National Fire Incident Reporting Systems Program Management						5-16				4-15			
R802 Fire Service Planning Concepts for the 21 st Century (VIP)*		12-17			25-2								23-28
Hazardous Materials Curriculum	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R229 Hazardous Materials Operating Site Practices	23-3	27-8		8-19	5-16			2-13		4-15 18-29	9-20		
R243 Hazardous Materials Incident Management*				21-26 28-2		11-16						19-24	
R814 Hazardous Materials Incident Management* (VIP)		12-17			25-2								23-28

* Students arrive Saturday evening, begin classes Sunday, graduate Friday afternoon, leave Saturday morning.

FIRST SEMESTER							SECOND SEMESTER						
Arson Curriculum	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R205 Fire/Arson Investigation	9-20 23-3		11-22	8-19	5-16			2-13 23-4	7-18	4-15 18-29	9-20 23-3	6-17 20-31	10-21
R811 Fire Cause Determination for Company Officers (VIP)*		12-17			18-23 25-2								23-28
R207 Management for Arson Prevention and Control		27-8		22-2		19-30			7-18	18-29			
Fire Prevention: Management Curriculum	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R101 Code Management: A Systems Approach	23-3			8-19		5-16							
R225 Management of Fire Prevention Programs		27-8				19-30				4-15		20-31	
R309 Strategic Analysis of Community Risk Reduction	9-20		11-22						7-18		9-20		
Fire Prevention: Technical Curriculum	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R220 Fire Inspection Principles	9-20	27-8	11-22			5-16		2-13 23-4		18-29			10-21
R222 Principles of Fire Protection: Structures and Systems	23-3				5-16	19-30				4-15		6-17 20-31	
R102 Plans Review for Inspectors				8-19 22-2					21-1		9-20 23-3		
Fire Prevention: Public Education Curriculum	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R116 Presenting Effective Public Education Programs**		13-17 27-1						2-6				27-31	
R352 Developing Fire & Life Safety Strategies			11-22						7-18				

* Students arrive Saturday evening, begin classes Sunday, graduate Friday afternoon, leave Saturday morning.

**Students arrive Sunday evening, begin classes Monday, graduate Friday afternoon, leave Saturday morning.

FIRST SEMESTER							SECOND SEMESTER						
Fire Prevention: Public Education Curriculum (Continued)	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R343 Community Education Leadership		27-8								18-29			
R816 Community Education Leadership (VIP)*					18-23 25-2								23-28
Training Programs Curriculum	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R114 Fire Service Course Design	9-20					19-30					9-20 23-3		
R342 Training Program Management	23-3		11-22						7-18 21-1				
R815 Challenges for Local Training Officers (VIP)*		12-17			18-23 25-2								23-28
Emergency Response to Terrorism Curriculum	OCT 2000	NOV 2000	DEC 2000	JAN 2001	FEB 2001	MAR 2001		APR 2001	MAY 2001	JUN 2001	JUL 2001	AUG 2001	SEP 2001
R817 Emergency Response to Terrorism: Incident Management (VIP)*		12-17			18-23 25-2								23-28

* Students arrive Saturday evening, begin classes Sunday, graduate Friday afternoon, leave Saturday morning.

Audience:	Direct Delivery Program																							REGIONAL DELIVERY PROGRAM									
	ADFR	BLS&HMR	CRIPJ	ERT:BC	ERT:TC:HM	ERT:TC:EMS	ERT:TC:CO	ESS:I	ESS:LDCBC	ESS:MLC	FPSD	HSO	ICHRO	ICS for EMS	ICSSCI	ISO	Leadership I	Leadership II	Leadership III	MCE	MCTO:T	MESE	STF	Emergency Response to Terrorism: Incident Mgmt.	Fire Service Planning Concepts for the 21 st Century	Community Education Leadership	Presenting Effective Public Education Programs	Fire Inspection Principles	Hazardous Materials Incident Management	Challenges for Local Training Officers	Fire Cause Determination for Company Officers	Initial Fire Investigation	
Chief of dept./Head of organization				X				X	X	X	X	X	X	X	X	X	1	1	1	1	X		1		X	X				X			
Chief Officer/Manager of Division, Battalion, Bureau or Administrative Operation Functions				X				X	X	X	X		X	X	X	X	1	1	1	1	X		1		X	X			X		X		
Command Officer				X	X	X	X				X		X	X	X	X	1	1	1	1	X		1		X					X			
Administrative staff function officer				X							X		X	X			1	1	1	1			1		X	X							
Fire Marshal/Fire Official/Dep. Fire Marshal				X				X	X	X	X		X		X		1	1	1	1			1		X				X				X
Incident Commander		X		X	X	X	X						X	X	X		1	1	1	1	X		1		X					X			
Company-Level Officer		X		X	X	X	X				X			X		X	1	1	1	1	X		1		X				X			X	X
Management/Planning Responsibility											X						1	1	1	1			1			X						X	
Project Manager											X						1	1	1	1			1			X							
Administration of Organization Budget											X						1	1	1	1			1										
Management of EMS Delivery System		X		X	X	X					X		X	X	X		1	1	1	1			1		X								
Managers of NFIRS Program																	1	1	1	1			1										
Emergency Management Personnel		X		X	X	X	X				X	X	X	X	X	X	1	1	1	1			1										
Manager of Fire Prevention Program			X	X							X		X		X		1	1	1	1		X	1										
Manager of Training Function/Program				X	X	X	X				X		X		X	X	1	1	1	1	X		1		X								
Manager/Administrator of Code Enforcement or Fire Safety Inspection Function				X							X						1	1	1	1			1					X					
Volunteer Fire Chief	X			X				X	X	X	X		X	X	X		1	1	1	1	X		1		X					X		X	X
Volunteer Chief Officer	X			X	X	X	X	X	X	X	X		X	X	X		1	1	1	1	X		1		X	X				X		X	X
Volunteer Fire Officer	X	X		X	X	X	X				X	X		X		X	1	1	1	1	X		1									X	X
Volunteer Operational/Administration Officer				X							X		X		X		1	1	1	1	X		1		X	X							
Volunteer Community Public Safety Educator				X							X						1	1	1	1			1										
Advanced Life Support, EMS Function		X		X	X	X					X	X		X		X	1	1	1	1			1										
Hazardous Materials Technician/Specialist				X	X	X	X										1	1	1	1			1		X								
Safety Officer				X	X	X	X					X	X		X	X	1	1	1	1	X		1		X								
Training Instructors & Officers				X	X	X	X				X		X		X	X	1	1	1	1	X		1		X	X					X		
District Attorney's staff				X													1	1	1	1			1									X	
Fire Origin and Cause Investigator				X													1	1	1	1			1										X
Building Official				X													1	1	1	1			1										
Code Enforcement Inspector				X							X						1	1	1	1			1								X		
Fire or Building Code Plan Review Function				X							X						1	1	1	1			1							X			
Community Fire & Life Safety Educator			X	X							X						1	1	1	1		X	1				X	X					
Firefighter	X			X													1	1	1	1			1										
Members of Local/State Fire Prevention Committees			X								X						1	1	1	1		X	1				X	X					

Please refer to the complete course description located within this catalog for detailed target audiences.

Legend

1 = The Management Science Curriculum is unique in that the target audience is based on competencies, not job position. Anyone from first-line supervisor to chief executive officer in all functional areas, in addition to those in staff assignments, can benefit from this curriculum by increasing their managerial and administrative knowledge, skill, and ability.

FEDERAL EMERGENCY MANAGEMENT AGENCY
GENERAL ADMISSIONS APPLICATION

See Reverse for
Privacy Act Statement

O.M.B No. 3067-0024 Expires
March 31, 2000

SECTION I - GENERAL INFORMATION

1. U.S. Citizen ☐ YES ☐ NO

If no, Place of Birth:

2. NAME (As you would like it to appear on your certificate.
Last, First, Middle, Suffix)

3. DATE OF BIRTH
(Mo., Day, Yr.)

4. SOCIAL SECURITY NO.

5. SEX
☐ Male
☐ Female

6. HOME ADDRESS (Street, avenue, road no./city or town/State and zip code)

7a. WORK PHONE NO. ()

7b. HOME PHONE NO.. ()

6b. EMAIL ADDRESS:

7c. FAX NO. ()

8. PLEASE CHECK THE RACE/NATIONAL ORIGIN WHICH BEST APPLIES TO YOUR ANCESTRAL HERITAGE (Providing this information is voluntary)

☐ AMERICAN INDIAN or ALASKAN NATIVE
☐ BLACK, not of Hispanic origin

☐ ASIAN or PACIFIC ISLANDER
☐ WHITE, not of Hispanic origin

☐ HISPANIC

9a. ENTER COURSE CODE AND TITLE:

9b. COURSE LOCATION

9c. DATES REQUIRED (Please give three choices)

10. COMPLETE THE ITEM BELOW REGARDING THE PREREQUISITES OF THE COURSE(S) FOR WHICH YOU ARE APPLYING

INSTITUTION

DEGREE/CERTIFICATE

DATE EARNED

COURSE/FIELD OF STUDY

11. DO YOU HAVE ANY DISABILITIES (Including special allergies or medical disabilities) WHICH WOULD REQUIRE SPECIAL CONSIDERATION DURING YOUR ATTENDANCE AT NETC? ☐ NO ☐ YES (If yes describe & indicate any special considerations required on a separate sheet)

SECTION II - EMPLOYMENT INFORMATION AND AUTHORIZATION

12a. NAME AND COMPLETE ADDRESS OF ORGANIZATION BEING REPRESENTED

12b. NFIRS #
(NFA ONLY)

13. CURRENT POSITION AND
NUMBER OF YEARS IN
POSITION

14. CHECK THE BOX(ES) THAT BEST DESCRIBE YOUR ORGANIZATION

14a. JURISDICTION

☐ STATEWIDE
☐ COUNTY GOVERNMENT
☐ CITY/TOWN/VILLAGE

☐ SPECIAL DISTRICT/TOWNSHIP
☐ FEDERAL/MILITARY
☐ INDUSTRY/BUSINESS

☐ FOREIGN
☐ FEMA
☐ NDER/IMA

14b. ORGANIZATION

☐ ALL CAREER
☐ ALL VOLUNTEER
☐ COMBINATION

15. CURRENT STATUS

☐ PAID FULL TIME
☐ PAID PART TIME
☐ VOLUNTEER
☐ DISASTER RESERVIST

16. Briefly describe your activities or responsibilities as they relate to the course for which you are applying and identify how you will use the information obtained from the course. Attach an organizational chart for the organization being represented, indicating your position. If you need more space, please attach a sheet to this application.

17. CHECK ONE BOX IN EACH COLUMN THAT BEST DESCRIBES YOUR PRESENT PRIMARY RESPONSIBILITY AND TYPE OF EXPERIENCE AS IT RELATES TO THE COURSE FOR WHICH YOU ARE APPLYING. ALSO ENTER THE NUMBER OF YEARS OF EXPERIENCE.

17a. PRIMARY RESPONSIBILITY

1. ☐ MANAGEMENT
2. ☐ TRAINING/EDUCATION
3. ☐ SCIENTIFIC/ENGINEERING
4. ☐ INVESTIGATION
5. ☐ FIRE PREVENTION
6. ☐ FIRE SUPPRESSION
7. ☐ PROGRAM/ACTIVITY
8. ☐ HEALTH
9. ☐ PUBLIC WORKS
10. ☐ DISASTER RESPONSE/RECOVERY
11. ☐ EMERGENCY MEDICAL SERVICES
12. ☐ HAZARD MITIGATION
13. ☐ EMERGENCY PREPAREDNESS
14. ☐ OTHER (Specify)

b. TYPE OF ORGANIZATION

1. ☐ INCIDENT COMMAND
2. ☐ ADMINISTRATION/STAFF SUPPORT
3. ☐ SUPERVISION
4. ☐ BUDGET/PLANNING
5. ☐ PROGRAM DEVELOPMENT/DELIVERY
6. ☐ COORDINATION/LIAISON
7. ☐ PUBLIC EDUCATION
8. ☐ CODE DEVELOPMENT
9. ☐ CODE ENFORCEMENT/INSPECTION
10. ☐ SUPPORT SERVICES
11. ☐ RESEARCH AND DEVELOPMENT
12. ☐ ARSON
13. ☐ LAW ENFORCEMENT
14. ☐ DESIGN AND PLANNING
15. ☐ OTHER (Specify)

17c. NUMBER OF YEARS EXPERIENCE

SECTION III – ENDORSEMENT AND CERTIFICATION

- 18 a. I certify that the information recorded on this application is correct. I agree to abide by the rules, policies, and regulations of the National Emergency Training Center (NETC) if I am admitted as a student. Falsification of information will result in denial of a course certificate and stipend (18 U.S.C. 1001).
- b. I hereby authorize the release of any and all information concerning my enrollment in this course to the chief officer in charge, or designee, of my organization. All requests for information shall be in writing from said chief officer or designee.
- c. Further, I understand the NETC is not authorized to provide medical or health insurance for students. I maintain appropriate insurance on an individual basis.
- d. I agree to abide by the rules, policies, and regulations of NETC. Failure to do so will result in denial of the student stipend, expulsion from the course, and possible barring from future NETC courses.

SIGNATURE OF APPLICANT

DATE

19. Approval by the Head of the Sponsoring Organization:

19a. SIGNATURE

19b. PRINTED NAME AND TITLE

20. Additional endorsements for application to the Emergency Management Institute:

20a. SIGNATURE (State Office)

20b. SIGNATURE FEMA (FEMA Regional Office)

21a. FOR NFA COURSES DELIVERED IN EMMITSBURG, MD
SUBMIT APPLICATION TO:

**NATIONAL EMERGENCY TRAINING CENTER
OFFICE OF ADMISSIONS
16825 SOUTH SETON AVENUE
EMMITSBURG, MD 21727**

21b. FOR EMI COURSES IN EMMITSBURG, MD, SUBMIT
THE APPLICATION THOROUGH THE APPROPRIATE STATE
EMERGENCY MANAGEMENT COORDINATOR AND FEMA
REGION TO NETC.

21c. FOR FIELD PROGRAM COURSES, SUBMIT
APPLICATION TO APPROPRIATE SPONSOR.

22. DISPOSITION

☐ ACCEPTED ☐ REJECTED

SIGNATURE OF REVIEWER

DATE

PRIVACY ACT STATEMENT

GENERAL – This information is provided pursuant to Public Law 93-579 (Privacy Act of 1974), December 31, 1974, for individuals applying for admission to the National Fire Academy (NFA) or the Emergency Management Institute (EMI).

AUTHORITY – Public Law 93-498, 15 U.S.C. 2206, 5 U.S.C. 301; 44 U.S.C. 3101, 50 U.S.C. App. 2253, E.O. 12127, and E.O. 12148.

PURPOSES AND USES – The principal purpose of the information requested on this form will be used to determine eligibility for attendance and benefits to be gained. Information such as age, sex, and ancestral heritage is used for statistical purposes and may be a factor in enhancing cultural diversity in the classroom. Information may be provided to the FEMA Staff to analyze application and enrollment patterns for specific courses. If accepted for admission, certain information may be released to a physician to provide medical assistance to students who become ill or are injured during courses; to Members of the Board of Visitors for the purpose of evaluating the participants of the courses; to sponsoring States, local officials, or State training agencies to update statistics of NFA and EMI applicants from their States or local jurisdiction; to a Member of Congress in response to an inquiry made at your request. Information will only be used or released as permitted by law.

EFFECTS OF NONDISCLOSURE – Personal information provided on this form is given on a voluntary basis as is participation in any training program. Failure to provide this information, however, may result in a delay in processing your application.

Information Regarding Disclosure of Your Social Security Number Under PL-579, Section 7(b) – Solicitation of the SSN is authorized under provision of E.O. 9397, dated November 22, 1943. The disclosure of your SSN is voluntary and is only for recordkeeping purposes. If you do not provide your SSN, a system identification number will be assigned to you for recordkeeping purposes. The SSN is used as an identifier to match the person completing the training with the correct master record in order to better assist you in obtaining certifications of completed courses. The use of the SSN is necessary because of the large numbers of individuals who have identical names and birth dates, and whose identities can only be distinguished by the SSN.

PAPERWORK BURDEN DISCLOSURE NOTICE

Public reporting burden for this form is estimated to average 9 minutes per response. The burden estimate includes the time for reviewing instructions, searching existing data sources, gathering and maintaining the needed data, and completing and submitting the form. You are not required to respond to this collection of information unless a valid OMB control number is displayed in the upper right corner of this form. Send comments regarding the accuracy of the burden estimate and any suggestions for reducing the burden to: Information Collections Management, Emergency Management Agency, 500 C Street, SW, Washington, DC 20472. **NOTE:** Do not send your completed form to this address. Please return it to the address shown in block 21.